

DOCUMENT RESUME

ED 104 382

88

IR 001 781

AUTHOR Lydiard, Beverly, Ed.; Simon, Beverly Silver, Ed.
TITLE Media Programs; Peripheral Programs for Teachers.
Kaleidoscope 9.
INSTITUTION Massachusetts State Dept. of Education, Boston.
Bureau of Curriculum Services.
SPONS AGENCY Bureau of Elementary and Secondary Education
(DHEW/OE), Washington, D.C.
PUB DATE 74
NOTE 70p.
AVAILABLE FROM Massachusetts Department of Education, Bureau of
Curriculum Services, 182 Tremont Street, Boston,
Massachusetts 02111

EDRS PRICE MF-\$0.76 HC-\$3.32 PLUS POSTAGE
DESCRIPTORS Audiovisual Aids; Directories; *Educational
Innovation; Educational Programs; *Educational
Technology; Elementary Secondary Education; Guides;
Information Sources; Instructional Aids;
*Instructional Media; Media Research; Media
Technology; *Resource Guides; Teaching Methods
IDENTIFIERS *Massachusetts

ABSTRACT

Media projects in Massachusetts schools are described in a special issue of a Massachusetts Department of Education periodical. Media programs are classified under filmmaking and film study; mass media; television/video; selected media centers and special resources using media. In addition, the guide lists and describes museums, theaters, learning centers, and other community institutions which may be utilized by teachers. Sources for additional information or to arrange visits are listed for each entry. A glossary of media terms is appended. (SK)

ED104382

kaleidoscope 9

A Special Issue:

Media Programs

Peripheral Programs for Teachers

Winter 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Commonwealth of Massachusetts

Department of Education

Division of Curriculum and Instruction

Bureau of Curriculum Services, E.S.E.A. Title III

Publication of this Document Approved by Alfred C. Holland, State Purchasing Agent

15M 1 74 091350

Est Cost \$ 29

IR 001 781

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Introduction



A cursory examination of the table of contents of this magazine reveals an interesting array of media projects and "peripheral programs" for teachers. In reading these brief reports one is impressed with the variety and scope of offerings now available in certain schools, the exposure to quality options, the careful planning and design, the learning potential and the imaginative efforts of so many teachers and administrators. KALEIDOSCOPE 9 presents what can be done, and, more important, projects that currently are in operation.

It is the school's responsibility, wrote John Dewey, "to put the child in complete possession of all his powers." The media and arts-humanities projects in this magazine provide pathways for students to explore new and different approaches to learning, and for many this becomes a creative, exciting and joyful venture.

Often such programs are labeled as frills, anti-intellectual and esoteric exercises. Critics of the schools decry the expenditure of funds and exhort educators to eliminate innovative programs. Nostalgically, they urge the schools to return to the tried and true of the "good old days," when basic skills were the sum total of the curriculum. They bid the schools to confine curriculum development to the 3 R's in order to insure a sound and practical education. Ignoring the shortcomings of traditional curricula, certain critics equate the 3 R's curriculum with perfection and as the ideal approach in educating the young.

Many of the new programs ignite latent creativity and serve as one means of revitalizing a curriculum that too often is made up of threadbare trivia, fragmented courses and a patchwork of subjects frequently unrelated to each other. For many students the multi-disciplinary media and arts-humanities programs represent alternatives to traditional patterns of learning, including the acquisition of cognitive skills.

As a result of the heightened motivation generated through such experiences, students are stimulated to learn, their senses are sharpened, insights and outlooks are affected -- they see, hear, think and feel in ways not previously experienced. The basic skills become integral components of the learning process and at the same time, in the words of Erich Kahler, they are concerned with "the place of values in a world of facts."

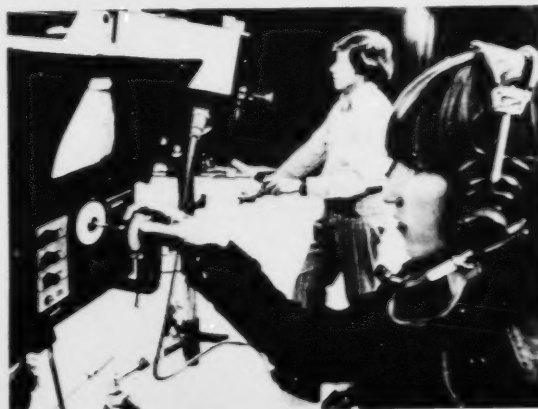
In certain media programs we find a connection between the arts-humanities and modern technological machines. In this age of technology, the schools can ill afford to neglect the study of mass media. Indeed, such study is basic to a general education. Alvin Toffler thinks that the schools must produce people who are creative, inventive and capable of coping with accelerated world change. The study of and involvement in media programs may very well provide us with an increased awareness of the concept of change to meet the challenges of the future.

As for the "peripheral programs," the time is long past for educators to integrate the cultural institutions into the schools' curricula. The museums, cultural agencies and arts groups are not peripheral. They should be considered integral parts of the schools and all the disciplines should explore ways to fully utilize these extraordinary resources for teacher training, student experiences

and curriculum development. Few states are so richly endowed with so many outstanding cultural resources. Massachusetts' educators should make every effort to develop collaborative arrangements with these institutions and cultural agencies.

The programs described in the following pages once again demonstrate that it is not beyond the capabilities of teachers and administrators to make our schools vital centers of enlightenment and enjoyment as we continue to strive to "put the child in complete possession of all his powers."

Max Bogart
Associate Commissioner of Education
Commonwealth of Massachusetts



How to Use Kaleidoscope

Get in touch with the information contact if you think a particular program has some merit for your own situation, or if you wish to visit a school or a classroom. These people are happy to share their experiences and welcome visitors.

Note the Glossary of Media Education Terms, Grade Level Index and City, Town and Region Index at the back of the book. Also note the KALEIDOSCOPE Mailing List Request Form on page 58 to be filled out and returned by all who wish to continue receiving KALEIDOSCOPE, except those listed below who receive it automatically.

Distribution

KALEIDOSCOPE 9 has been distributed automatically to the following people: superintendents and principals of all Massachusetts public and non-public schools (pre-school through grade 12), education schools of all colleges and universities in the Commonwealth, local presidents of the Massachusetts Federation of Teachers and the Massachusetts Teachers Association, School Committee Chairmen, education editors of the mass media, educational directors of educational organizations and community action programs, local education chairmen of the League of Women Voters, all other state Departments of Education and E.S.E.A. Title III Coordinators nationwide. Total circulation: 15,000.

Acknowledgements

LAYOUT: Beverly Simon. COVER DESIGN: Steve Femino, Typographic House. MECHANICALS: Joel Rosen. PHOTOS AND ARTWORK (where known): Susan Lees ii, iii, ix, 1, 5, 6, 7, 11, 20, 21, 22, 28, 30, 31, 33, 35, 51; Philip Messina (Bridge School, Lexington) 2, 8; Emerson School (Bolton) 14, 15, 27, 38; West Junior High School (Watertown) 16; Chelmsford High School 17, 18; Plymouth River School (Hingham) 25; Jim Robison (Newton Public Schools) 22, 26; Lawrence School (Brookline) 36; Pomeroy School (Pittsfield) 37; Mary Ann Jackson (R.G. Shaw Junior High School, Boston) 46; Dottie Gallagher (C. Edwards Junior High School, Boston) 51; The Guild Players 52, 53. TYPING: Lyana Milley, Girl Friday Associates.

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**"It's the artists of the world, the feelers
and the thinkers, who will ultimately save us,
who can articulate, educate, defy, insist, sing,
and shout the big dreams. Only the artists
can turn the 'not yet' into reality."**

Leonard Bernstein

Media Programs



Filmmaking and Film Study

1. Ideas Explored in Literature And Film

AGAWAM HIGH SCHOOL, 760 Cooper St.,
Agawam 01001

Superintendent: Robert Gardner

Information Contact: Albert Baggetta,
413-785-5798

Teachers: 1 full-time

Students: 50 (2 sections)

Program began: 1971

Extra costs: \$3,200

Visiting policy: Open, on request.

The purpose of the course is to get the student to realize the similarities



between an idea explored in literature and an idea explored through film. The course is organized into two sections: an introduction and a series of three production projects. The introduction deals with the relationship between film and literature, a brief history of the motion picture, film language, equipment and techniques. The production part requires students to develop a story in three different modes--slide show, animation and live action. Students become familiar with a variety of equipment, including cameras, projectors and tape recorders, and also view films and filmstrips about photography and filmmaking.

Filmmaking is offered as an English elective worth 2-1/2 credits. In addition to regular class work, students are encouraged to do independent study and filming for extra credit. Also, an informal Movie Makers Club has been organized for students interested in working with super-8 equipment.

2. Animated Film Courses

BLACKSTONE-MILLVILLE REGIONAL JR. HIGH SCHOOL, Lincoln St., Blackstone 01504

Superintendent: Thomas Cullin

Information Contacts: James Miller or Mary Stockrocki, 617-883-4400

Teachers: 2 full-time art teachers

Students: Entire art class

Program began: September 1971

Extra costs: Provided by students

Classroom materials available:

Limited quantity of course outline available from Mary Stockrocki.

Waiting policy: By appointment

Animation is taught as a means of discovery and expression. Students plan, write and research their ideas, draw or construct their characters and background. Then they film, direct and edit their own films.

On the junior high level, they study cartooning, figure drawing, and make simple slide shows. Some students have experimented with 3-D animation, making wire and papier-mache figures and designing 3-D sets and filming the action.

The most experimental projects are on the senior high level using super-8 cameras with cable release and special lenses, and trying out filming techniques, such as wipes, fades and single framing. Senior high students also study some photography, read and research through books on animation, and view films for style.

Also, a mass media elective is offered in which students become familiar with the methods employed by various mass media, including movies, television and periodicals.



3. Experimenting with Film

MASSACHUSETTS EXPERIMENTAL SCHOOL SYSTEM, 460 Blue Hill Ave., Dorchester 02121

Executive Director: Duane Sams

Information Contact: Roger Thomas, 617-440-9680

Teachers: 2 full-time

Students: 320

Program began: September 1972

Extra costs: None

Waiting policy: By appointment only

In the Lower School, videotape and film are used as an adjunct to the regular curriculum. However, students from 8 to 10 years of age may elect to learn the use of media equipment. In the Middle School, "Media and Its Usage" is an elective and will also be an elective for Model High School students in the very near future.

A "jigsaw" film was made by students whereby they acted out roles and formed sentences with words selected at random from designated piles: action words, descriptive words, people words, place words, etc. The same words were used in a variety of sentences, and soon non-readers began to recognize words that were repeated.

The entire school recently did a unit on native peoples, and staff videotaped the White Roots of Peace, a native American traveling group that was visiting Simmons College.

Special projects undertaken by the school are videotaped and replayed. Television documentaries are replayed on videotape when they tie into the curriculum. Groups in action are taped and replayed to help children better understand their own actions and the actions of people in group settings.

4. 'Southie is Boss'

SOUTH BOSTON HIGH SCHOOL, 85 G St.,
South Boston 02127

Superintendent: William J. Leary

Information Contact: Joanne Smith,
617-268-8841

Teachers: 1 full time

Students: 75

Program began: September 1968

Extra costs: 1970-71, Edco \$150;

1971-72, ESEA Title II grant

Visiting policy: Call Joanne Smith.

The film program began four years ago with one teacher teaching the basics of filmmaking to a group of students before school in the morning for no credit. Since then, the program has grown into a five-credit elective involving about 75 students.

The aim of the program is primarily to provide students with an alternative means of communication. Here students who may know little success with verbal and written expression find they can transfer ideas and feelings effectively through film. The morale is high and the class is usually busy and productive.

Besides the basic skills of camera use, splicing, taping and editing, students learn to work together pleasantly and to accept leadership roles. The course provides an outlet for types of talent and interests, which in a more traditional curriculum go unnoticed.

Besides giving the student a sense of recognition, the program offers him the opportunity of seeing himself and his community in a new way. A film documentary on South Boston, "Southie is Boss," introduced not only those who worked on it, but all who have seen it to South Boston. The film has been shown at Boston University and to the State Evaluation Committee. Hopefully, the film program will eventually serve as an incentive to community involvement in the high school.

The film workshop is ill-fitted for such a program and there are problems intrinsic in an old building--faulty shades, lack of secure cabinets, and scarcity of electrical outlets. Vandalism and theft have also been realities. For example, a cabinet was broken into and all the cameras for the class and the films the students had been working on for several months were stolen.

Students are eager to go out and get things done. They volunteer their own time after school and on weekends, and they borrow equipment to do filming which cannot be shot in the immediate area.

5. Cinematography

BROCKTON HIGH SCHOOL, 470 Forest Ave.,
Brockton 02401

Superintendent: Joseph Killory

Information Contact: Rosalind Kopp,
617-891-1360

Teachers: 4 full-time

Students: 130

Program began: September 1970

Extra costs: None

Visiting policy: We would be happy to discuss and/or demonstrate our approach to those interested.

There are eight sections of "Cinematography" at Brockton High School involving four teachers and approximately 130 students. This course emphasizes an analysis of the universal

concerns of man through the medium of film. Selected films are viewed and discussed, and techniques of filmmaking are studied, culminating in the creation of at least one short film by the students.

The objectives of the course are:

1. That the student will be able to correctly state the theme of films and identify the filmic means by which the theme is expressed.

2. That the student will be able to identify and describe the compositional techniques in each film.

3. That the student will be able to select and effectively organize a series of images to communicate a single idea; to shift point of view to lend depth and interest to character; and to manipulate sound to contribute to the communication of main ideas.

4. That the student will be able to work cooperatively and effectively in groups and serve as a cameraman, director, actor, technician and editor in the production of a short film.

Students of all academic levels have the opportunity to work together on projects designed to raise the self-esteem of each individual. Developing respect for another person's ideas and feelings is an important part of the work.

6. Film Appreciation

BROOKLINE HIGH SCHOOL, 115 Greenough St., Brookline 02146

Superintendent: Robert Sperber

Information Contact: Douglas Fulrath,
617-734-1111 x470

Teachers: 2 full-time

Students: 60, grades 10 and 11

Program began: Spring 1972

Extra costs: None extra

Visiting policy: Open; notify instructor in advance.

The program in Film Appreciation includes (a) viewing, discussing and

writing about film in an attempt to understand the unique ways in which film as a visual art communicates; and (b) student production of their own films.

The unusual aspect of the program is the establishment of a film collection of nearly 200 titles, including many experimental, unique and award-winning works.

7. Cinematic Experience

LAWRENCE SCHOOL, 25 Kennard St., Brookline 02146

Superintendent: Robert Sperber

Information Contact: Iris Feldman,
617-734-1111 x468

Teachers: 1 librarian, 1 English teacher at each school

Students: 20, grade 7

Program began: November 1972

Extra costs: \$6,000 from ESEA Title II

Visiting policy: By appointment

The Lawrence School is one of five elementary schools in Brookline conducting a film study course for students in grade 7. The funding received from ESEA Title II Special Purpose Grant by the school librarians made possible the purchase of a fine and carefully selected film collection to support the teaching of this course.

"Cinematic Experience" aims to help the child become a discriminating and active viewer of film. It has long been recognized that film is not only a popular, but a powerful and complex means of conveying information and ideas. Yet very little attention has been given to teaching the child "to read" a film so that its full meaning can be understood.

It is hoped that through the exposure to high quality films and an introduction to those elements which a filmmaker can use to create certain effects on film (e.g., color, motion, time, sound), the child will be able to recognize relationships between film

technique and meaning. A major theme underlying the course objectives is the principle that film has the potential to communicate certain ideas and information that could not be communicated as effectively through any other medium.

The course is taught one session per week with the combined efforts of the school librarian and the English teacher, and extends over a period of twenty weeks. The other schools involved are: Lincoln, Heath, Runkle and Driscoll.



8. Using Animation

FRANCIS WYMAN JR. HIGH SCHOOL, Terrace Hall Ave., Burlington 01803

Superintendent: Thomas Michael

Information Contact: John Hayes, 617-272-6260

Teachers: 3 part-time

Students: 200, grades 7-9

Program began: October 1970

Extra costs: None

Visiting policy: Visitors welcome on Saturday mornings when course is taught.

In the filmmaking program, students learn how to use super-8 camera equipment to produce animated movies. They make their own figures from clay and paper cutouts. In English classes, instead of having some of the children write an essay, they form committees and develop scripts for films. The students use the camera as a means of expressing their thoughts and feelings, rather than putting them down on paper.

The Audio/Visual Club, with 60 students, offers lab workshops where members are taught how to operate audio/visual equipment in the classroom providing an invaluable service to the middle school.

There is also a very popular photography club in which children learn to operate a 35mm camera. They become proficient in picture-taking, they learn how to develop black and white negatives, how to enlarge negatives, and how to make black and white prints. They enjoy photography and have expanded the program by taking pictures of school activities and displaying them on the bulletin board.

9. 15+ Media Courses

CONCORD ACADEMY, Concord 01742

Headmaster: Russell Mead

Information Contact: Kit Laybourne, 617-369-6080

Teachers: 2 full-time, 2 part-time

Students: 125/semester, grades 9-12

Program began: Mid-1960's

Extra costs: Students pay for film and processing

Visiting policy: By arrangement with department staff. Annual festivals provide a showcase for student work in all media.

Courses in media at Concord Academy vary considerably.

In some, emphasis is placed upon production, reflection on the product, further production, further reflection, etc.

In others, where production is not the main component, emphasis is placed on providing a forum for students to talk about their own experiences, feelings and views in relation to works that others have produced.

Finally, others offer informal and "experimental" workshop classes which are not intended to provide students with the opportunity to produce finished products, but rather with the chance to explore, experiment, design and solve problems with new materials and ideas.

It requires a certain amount of tolerance to explore and experiment without the assurance of "something to show for it," and unfortunately, too little time may normally be available for the purpose of just experimenting. And it is important to do so.



A sampling of course titles may provide another perspective on this approach. Among more than 15 courses offered this year are these: Media Task Forces, The Movies, Special Photographic Processes, Video Technologies and Society, Media Probes, Animated Filmmaking, Experimental Cinema, and Future Shock and Social Futurism.

Opportunities for self-expression, self-criticism, and analysis of the media environment are offered in a supportive environment, one which recognizes students as responsible individuals who are able to make decisions about their own education.

The staff expects that assigned projects will be replaced by student-initiated projects, that students will lead some of the class meetings, and that they will handle some of the administrative responsibilities in the media area. The goal is a free flow of ideas and equipment.

Some courses meet once a week for three hours, some twice a week, some three times, some as tutorials. The school schedule allows for large blocks of free time, and the media workshops are open evenings and weekends.

The workshop areas are equipped for making and editing films in 8mm and 16mm, audio tapes and videotapes, and for photographic developing and printing.

The Media Department at Concord Academy is staffed by two full-time teachers and two half-time teachers. One of the half-time people spends the other half of his time as the Director of the New England Screen Education Association.

10. Exploring the Film

FITCHBURG HIGH SCHOOL, 98 Academy St.,
Fitchburg 04120

Superintendent: Richard C. Wallace

Information Contact: Linda Bishop,
617-343-3071

Teachers: 1 full-time

Students: 85, grade 12

Program began: 1971

Extra costs: None

Visiting policy: Not formal

"Exploring the Film" has been set up as a senior English elective. Now in its second year of operation--its first year with filmmaking an integral part--the program is a growing one, with 85 students participating this year.

Equipment for the course includes instamatic cameras, super-8 cameras and projector, a video portapack, editing equipment, slide projector and taping equipment, and the school supplements the film rental budget with funds for slides and super-8 film.

Students work on projects individually or in groups. The course is divided into six units: (1) Basic film orientation, including film language, types of film, forms of expression, planning film sequences, working with videotape to introduce filmmaking through commercials and short sequences. (2) The city--basic urban problems, an attempt to relate with the city (Fitchburg) through filming. (3) Environment--slide-tape projects and discussions with political personalities about the pollution of the Nashua River. (4) War units. (5) Prejudice-race units. (6) The individual--his identity and alienation within society; films, discussion, poetry, and related reading with workshops on writing for film, slide-tapes, videotapes, and final projects in super-8 film.



readings on the history of film. The program has access to films that are presented to the general student body, and to films presented at Framingham State College in their film study program--Von Stroheim, Eisenstein, Griffith. Students learn camera operation, basic editing, scripting and film criticism.

11. Film-Cinema

FRAMINGHAM NORTH HIGH SCHOOL, A St.,
Framingham 01701

Superintendent: Albert L. Benson

Information Contact: Henry Fortier,
617-877-5101

Teachers: 1 full-time

Students: 45

Program began: September 1971

Extra costs: None

Visiting policy: Check with principal
and department head.

"Film-Cinema" is a course which tries to make students more aware of the visual aspects of their lives. It uses films for analysis and directed

12. Super-8 Moviemaking

FRAMINGHAM SOUTH HIGH SCHOOL, 31 Flagg
Dr., Framingham 01701

Superintendent: Albert L. Benson

Information Contact: Thomas Hamilton,
617-875-6131

Teachers: 1 full-time

Students: 35-40/semester; 70-75/year

Program began: September 1971

Extra costs: Approximately \$700

Visiting policy: Contact school.

This course is designed for the student who wants to learn the fundamentals of super-8 moviemaking. The students learn to shoot films, edit, title, create special effects, and write scripts using a story board.

Students are required to submit regular written evaluations of current films. Professional and amateur films are shown periodically for discussion and evaluation, and these supplement the demonstration-workshop format of the class sessions.

One or two days a week, the students view 16mm films from free or relatively inexpensive sources such as Kodak and the public libraries. The other class days are spent learning about the operation of the camera, viewing and discussing student-made films, planning and shooting films in the classroom and outside school, editing, splicing and projecting their own films. Part of the final grade depends on the class's evaluation of each student's film. Students have produced successful scratch films, paint-on-films, and pixillation films.

Attempts with sound have been limited to records and an occasional attempt at tape recording music and sound effects to accompany a film.

A highlight last year was the presentation of three short student films to an assembly during the Spring Arts Festival.

13. Creating the Story

BRIDGE ELEMENTARY SCHOOL, 55 Middleby Rd., Lexington 02173

Superintendent: Rudolph Fobert

Information Contacts: Barbara Bole
or Philip Messina, 617-862-7500

Teachers: 2 full-time

Students: 24, grade 6

Program began: October 1972

Extra costs: \$25 from PTA Fund

Visiting policy: By appointment

At Bridge Elementary School, enthusiasm ran high when children were offered a new means of communication and self-expression--creating their own animated stories. In the program, children learn to write and illustrate a story and gain technical knowledge of the use of camera, lighting and sound equipment.

The children, a class of sixth graders, learn various methods of creating movable characters with cutouts or three-dimensional objects. Creating the story becomes a group activity, with every child contributing his own ideas to each scene. The class breaks up into small groups to transform these ideas into brightly painted characters and backgrounds to be filmed in sequence.



The children learn that action is produced by filming their art work one or two frames at a time and then moving their characters a little before taking the next frame. Their film, then, is a series of still pictures that gives the illusion of continuous motion.

This unique medium is well suited to young children in that it allows them to be highly imaginative and creative. The process and equipment are simple enough for them to understand and offer the child a wide area in which to experiment.

A SIMILAR PROGRAM EXISTS IN:

ANGIER SCHOOL, 1698 Beacon St., Waban 02168

Superintendent: Aaron Fink
Information Contact: Shirley Cibley,
617-332-0708
Teachers: 1 full-time
Students: 50
Program began: Spring 1972
Extra Costs: None
Visiting policy: By appointment

A SIMILAR PROGRAM EXISTS IN:

GLENWOOD ELEMENTARY SCHOOL, 50 Morison
Terr., Springfield 01104
Superintendent: John Deady
Information Contact: Robert P. Kelli-
her, 413-733-9812
Teachers: 2 classroom teachers, 1
principal
Students: 6
Program began: April - June 1972
Extra costs: None
Visiting policy: The activity has been
concluded. Completed films are avail-
able for viewing.

14. Visual Communication

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL,
390 Lincoln Rd., Sudbury 01776
Superintendent: David L. Levington
Information Contacts: Chris Huvos or
Richard E. Santella, 617-443-9961
Teachers: 4 part-time
Students: 100+
Program began: 1970
Extra costs: None
Visiting policy: By appointment
"Visual Communication" at Lincoln-
Sudbury has developed during the past
three years into a highly accepted and
popular program. Students use 8mm
film in several subject areas to re-
port on projects, and advanced students
develop curriculum-related materials
for teachers to use in the classroom.

Lincoln-Sudbury is presently offering
courses in Visual Communications, Video
Production, Filmmaking and Still Pho-
tography. Still photography and slide-
tape production are outgrowths of the
concern for the non-academic students'
inability to express themselves verbally.

"Visual Communications" attempts to
help students understand their visual
environment. The objective is to have
students emerge from this course a
little less susceptible to being manip-
ulated by the media, and a little more
able to express themselves in our visu-
ally oriented society.

Video Productions: With a portable
video unit, the class attempts to trans-
late its environment. This allows stu-
dents to watch and create video in a
discerning way.

Filmmaking: Students work on stills,
animation, scripting, sound tracking,
lighting and editing techniques. At
various times during the semester, stu-
dents can choose to work together on a
film, allowing for an experience in
cooperation and collaboration.

Still Photography: Introduced into
the English program in lieu of the
regular English courses offered to the
slower students, this includes taking,
developing and making prints from black
and white negatives. Many students
have become proficient in the art and
plan to take an advanced course in
photography as well as work for the
school newspaper, yearbook and the
audio/visual department.

15. English Elective: The Film

LYNNFIELD HIGH SCHOOL, Essex St.,
Lynnfield 01940
Superintendent: Bernard Huntley
Information Contact: Lawrence Goodwin,
617-334-5700
Teachers: 1 full-time
Students: 140, grades 9-12
Program began: September 1972
Extra costs: None
Visiting policy: Visitors are always
welcome.

In 1972, the Department of English
at Lynnfield High School decided to
change from a traditional tracking sys-
tem in English to an entirely elective
program, and began by offering 42
courses, of which "The Film" was one.

Unusually high student interest has been shown from the start; this year the course has been offered four times with 140 students enrolled. More than one-quarter of the entire student body has enrolled in the course for next year.

The course is designed to heighten student awareness of visual language and to sharpen appreciation of a wide variety of films: full-length features, short experimental films, works by young American filmmakers, animated films from Czechoslovakia and Yugoslavia, and typical TV fare, including commercials.

16. Media in the Classroom

ALL K-6 SCHOOLS IN MARBLEHEAD, 217

Pleasant St., Marblehead 01945

Superintendent: Robert Filbin

Information Contact: Dale Midgley,

617-631-5009

Teachers: 5; 1 full-time, 4 volunteers

Students: 2,300

Program began: January 1973

Extra costs: None

Visiting policy: Call Director.

"Media in the Classroom" was developed and implemented by the Instructional Resource Department of the Marblehead School System with the main objective of providing for a myriad of creative experiences involving media within the classroom environment. These experiences include, but are not limited to, such activities as animated filmmaking, black and white photography and television production. These activities are correlated with the curriculum to a large extent.

Parent volunteers, junior high school students, high school students and teacher aides have donated their time to make this program available to a maximum number of students in grades K-6.

In the area of animated filmmaking, students have produced films using the techniques of pixillation, fast motion

photography, clay, cutout figures and drawing on paper. These mini-epics, with such titles as "Godzilla's Revenge," "The Great Race," and "My Broken Leg," have provided a rich source of enrichment material and a treasury of original children's work.

17. Film and Photography

MARBLEHEAD HIGH SCHOOL, Pleasant St.,
Marblehead 01945

Superintendent: Robert Filbin

Information Contact: Kathy Epstein,
617-631-0900

Teachers: 1 full-time

Students: 233

Program began: September 1971

Extra costs: Original investment of
\$2,000 for equipment

Visiting policy: By appointment

"Film and Photography," a non-graded elective course offered through the English Department at Marblehead Senior High, aims to give the student a successful experience in working with film. The course is production-oriented, with each student required to make an 8mm film and to give a photo presentation such as a photo essay or series of pictures on a related theme. Feature films and shorts are also shown in class for discussion and criticism.

18. Film Skills and Techniques

MT. GREYLOCK REGIONAL HIGH SCHOOL, Cold
Spring Rd., Williamstown 02167

Superintendent: Michael McGill

Information Contact: Elliot Fenander,
413-458-8164

Teachers: 1 teaching 5 quarter courses

Students: 157 juniors and seniors

Program began: February 1972

Extra costs: \$700 for equipment, from
regular school budget

Visiting policy: By appointment

The filmmaking course familiarizes students with the skills and techniques necessary to produce a short film. Major activities include script writing, directing, filming, acting and editing.

Initially, students are introduced to the complexity and sophistication of the filmmaking process. By viewing a number of short films, students recognize the many ways in which the camera's eye renders experience. Then they are given an opportunity to emulate these techniques by using the school's videotape facilities, making it possible to preview scenes before they are actually filmed.

Three Plus Three, by Henry Gregor Felson, acquaints students with the problems of transforming a story into a film script and a shooting script. Duplicated materials from Emil E. Brodbeck's Handbook of Motion Picture Techniques, and William Kuhns and Thomas Giardino's Behind the Camera give comprehensive information of filming and editing procedures.

Ultimately, students in groups of five or six produce films, six minutes in length, which draw on the skills they have learned. During this experience, the instructor emphasizes the necessity for cooperation within the group and sharing responsibility.

A SIMILAR PROGRAM EXISTS IN:

STONEHAM HIGH SCHOOL, 101 Central St.,
Stoneham 02180

Superintendent: Daniel W. Hogan, Jr.

Information Contact: Richard Reed,
617-438-0646

Teachers: 1 full-time

Students: 100 each year

Program began: September 1971

Extra costs: None

Visiting policy: Visitors welcome

19. Seeing

MEADOWBROOK JUNIOR HIGH SCHOOL, 125
Meadowbrook Rd., Newton 02159

Superintendent: Aaron Fink

Information Contact: Jerry Murphy,
617-332-3745

Teachers: 1 full-time

Students: 200

Program began: September 1972

Extra costs: None

Visiting policy: By appointment; request in writing.



The following courses have been offered to some 200 students in Meadowbrook's non-graded, elective program:

"Seeing" - A basic visual skills course which culminates in the production of a film.

"Documentary Film" - A social studies oriented film course which examines the changing form and possibilities of the documentary through its short history, with students making their own documentaries.

"Film Animation" - A study of animated motion from the 19th century Zoetrope to the students' own film productions. Comic books, leader films and sound effect cartoons are explored.

"Exploring Film" - A course in which the development of film parallels that of the student as a filmmaker: a chronological development of skills. Films viewed include selections by Lumiere, Melies and Griffith.

"Introduction to Film" - A first course which treats historical milestones and deals with students' TV/film/comic book involvement.

Additional courses in basic filmmaking are offered for students in a program of reading and perceptual skills, and a small group of students in the Special Education class. Both of these stress narrative sequence and the development of various visual skills. As a special offering three times a week, both black and white and color photography courses are offered. Nearly all of these media courses are oversubscribed, but must be limited to 20 students due to restrictions on materials.

20. Screen Education Program

NORTH READING HIGH SCHOOL, Park St.,
North Reading 01864

Superintendent: Francis O'Donoghue
Information Contact: Damian Curtiss,
617-664-3156

Teachers: 1 full-time, 1 part-time

Students: 200, grades 10-12

Program began: September 1967

Extra costs: None

Visiting policy: Desirable but not
necessary to call ahead.

At North Reading High School, the Screen Education Program began as a project funded by the U.S. Office of Education during the school years 1967-68 and 1968-69. The program was designed to explore and demonstrate some of the many ways in which screen education could be taught in a public school system. This project was the first of its kind to be funded by the U.S. government and the first of its kind internationally.

Four major courses have been continued and developed since the project was initiated:

Screen Fundamentals: This is the basic course in screen education; it introduces the student to visual language through various exercises, viewings, and media projects, culminating in super-8 filmmaking by individuals and small groups.

Screen and Society: This course focuses on contemporary issues, as seen through the various media, particularly films; and encourages expression of student awareness through the various media, particularly filmmaking.

Communications: This course is a study of the major modern media (radio, television, films, newspapers and magazines) through direct examination. Student awareness is expressed through their own creations in the media under consideration. This course particularly varies in its emphasis according to the interests and intents of the instructor and students involved.

Cinematics: This is a course for those students who wish to learn and do their own black and white photographic processing and printing. Students are encouraged to go on to super-8 filmmaking, integrating it with their black and white photography, somewhat in the style of the "old" sepia prints used in "Butch Cassidy and the Sundance Kid."

The Screen Education Program has its own separate budget, administered by the Screen Education Director.

21. Filming 'The Great Gatsby'

NORTON HIGH SCHOOL, Norton 02766

Superintendent: Maurice J. Splaine, Jr.

Information Contact: Grace B. Kiernan,
617-285-7011

Teachers: 1 full-time

Students: 35 juniors

Program began: November 1972 - March
1973

Extra costs: \$76 from students

Visiting policy: Anyone is welcome to
view the program.

In all junior English classes at Norton High School, a required text is F. Scott Fitzgerald's The Great Gatsby. This year, English Department Chairman Grace Kiernan suggested that one class film highlights of the book, and from this idea came a twofold presentation: a super-8 narrated film and a slide-tape presentation.

The project was completely student-controlled--they made the decisions, produced and directed the project, with the teacher acting only in an advisory capacity.

The class was divided into teams, according to interests: taping the music, script writing, filming, editing, narrating scenes, graphics, role-playing, and research. When the filming was completed, a group of six students teamed to complete both productions. This was done during class time and outside of class. Students taught themselves to use all the equipment. They read the manuals carefully and proved themselves proficient in the use of super-8 cameras, 35mm cameras and projectors, tape recorders, and editing-splicing viewers.

Through the cooperation of The Preservation Society of Newport, Rhode Island, the class was able to film many of the scenes at two of Newport's most lavish mansions: Rosecliff and The Elms.

Townspeople of Norton and Taunton provided their offices and interiors, swimming pools, and even the town dump for shooting locations.

The actual production took four months, including editing and narration. Teams were always busy and the whole class evaluated scenes and decided which to delete or include. Members of the community, the school board and other classes in the school viewed the productions with much enthusiasm.

Information Contact: Kjell Langaas,
617-987-8127

Teachers: 1 full-time

Students: 18-24, grades 9-12

Program began: September 1970

Extra costs: Student fund-raising projects

Visiting policy: Please call for an appointment.

In the Basic Media Course at Oxford High School, beginning students learn the fundamentals of photography, film-making and television production.

The study of photography includes learning about different types of cameras, as well as shooting, developing and printing. The filmmaking component involves planning and shooting films. In television production, students learn practical techniques of TV production using basic videotape equipment. Numerous field trips are conducted during the semester to TV stations, radio stations and colleges. Several of the students visit the four elementary schools each year demonstrating photographic developing and printing to the youngsters.

The Basic Media Course covers one half year and students, with the interest, may elect Advanced Media for the remainder of the year.

The Audio/Visual Club is another part of the department: Students man the A/V office, loan equipment, set up schedules, and help teachers and students in the operation of the equipment. All students know how to make minor repairs on all A/V equipment. They also televise and film school events. They have videotaped school assemblies and O.H.S. football and basketball games (a great asset for coaching purposes). Other projects included a slide-tape presentation of the history of Oxford for the History Department at the high school, a slide-tape presentation for the library, and an audio/visual portrayal of one of Walt Whitman's poems. Members of the A/V Club report on school events on a local radio station on Saturday mornings at 10:30 a.m. Students in the A/V Club sell 5 x 7 and 8 x 10 prints in the school bookstore to raise money to purchase new equipment and materials for the darkroom.

22. Basic Media

OXFORD HIGH SCHOOL, Main St., Oxford
01540

Superintendent: John F. Maloney

23. Media Electives

NORTH QUINCY HIGH SCHOOL, 316 Hancock St., North Quincy 02171

Superintendent: Lawrence P. Creedon
Information Contacts: Liane Brandon, 617-782-9148, or Paul Farrell, 617-328-5800

Teachers: 1 full-time

Students: 360

Program began: September 1969

Extra costs: \$800, school budget and donations

Visiting policy: Call Paul Farrell.

Recognizing the need for today's student to be actively involved in the creative process, to understand and evaluate all forms of communication, the North Quincy High School English Department offers a variety of media electives. Some of the courses are: Understanding Media, Brainwashing and Propaganda, Creative Writing and Film, Independent Media Projects, and For Girls Only, a course which examines the role of women portrayed in contemporary media. There is a great deal of enthusiasm for the courses and the students have produced some very interesting and



well-made documentaries, narratives, cartoons, fantasies and improvisations on tapes and film. A collection of films made last year has been shown at Boston College, the University of Massachusetts, Boston University, and at the National Association for Humanities Education Conference in Ohio. Another film was shown at the White House Conference on Children, and another received an honorable mention in Kodak's Young Filmmakers Competition.

But more important than the end product is the process of working together creatively, which helps the student become a more sensitive, understanding and perceptive human being.

24. Film as an Art Form

WEYMOUTH SOUTH HIGH SCHOOL, 360 Pleasant St., Weymouth 02190

WEYMOUTH NORTH HIGH SCHOOL, 1051 Commercial St., Weymouth 02189

Superintendent: Leon H. Farrin

Information Contact: Beverly A. Lutz, 617-337-7500

Teachers: 2-4/year

Students: 100-200/year

Program began: September 1970

Extra costs: None

Visiting policy: Anytime, call first.

The Film Appreciation course at Weymouth North and South High Schools covers the history of film, appreciation of film as an art form as well as a means of communication, the relationship of literature and film (study of novels and short stories transferred to film), and the development of a critical awareness for evaluating film. To exercise student's ability in expository and creative writing, frequent papers are required in the area of critical analysis as well as imaginative writing. Students participate in the actual creation of films, developing scripts, filming on location and editing.

Mass Media



25. Mass Media Elective

HAVERHILL HIGH SCHOOL, Monument St.,
Haverhill 01830

Superintendent: Robert Lane

Information Contact: Jane F. Ray, 617-
372-7747

Teachers: 9 full-time

Students: 450-500, juniors and seniors

Program began: September 1971

Extra costs: None

Visiting policy: By appointment

The English Department at Haverhill High School offers half-year elective courses in reading mass media, writing for mass media, and writing through photography. Planning for each of these courses focuses on sharpening student awareness of sights and sounds that surround him, of the choices of responses open to him, and on helping the student to give expression to his awareness.

More specific objectives include understanding techniques used by mass media to inform, to influence, and to

entertain; appreciation of creative elements of film (composition, music, sequence); the value of sensory observations as material for writing experiences; and understanding verbal images with the help of visual interpretations of them.

To achieve these goals, English teachers expose students to a variety of materials acquired through the ESEA Title II Special Purpose Grant to supplement department resources: films, filmstrips, tapes, records, and visuals. Interdepartmental planning with the Art Department makes possible visual interpretation of writing done by students in English courses. After one year of the program, the staff is excited about the possibilities for expanding interdepartmental planning, specifically with the Art and Music Departments.

26. Exploring the Media

LONGMEADOW HIGH SCHOOL, 95 Grassy
Gutter Rd., Longmeadow 01106

Superintendent: Philip C. Frost

Information Contact: Peter A. Santos,
413-567-3331

Teachers: 1 full-time

Students: 125 seniors

Program began: 1971

Extra costs: Students buy their own
film

Visiting policy: Visitors are always
welcome.

The Mass Media course at Longmeadow High School has been well received by over 125 students this past school year. The course is designed to make students aware of the power of the various types of media that bombard them daily. Studies are made of newspapers, magazines, TV news, documentaries and advertisements. Students are encouraged to make a film that communicates a message without the use of words. Some of the films produced have been of very high caliber, and the course is now expanding into filmmaking.

27. Media Awareness

NORTH MIDDLESEX REGIONAL SCHOOL, P.O.
Box 482, Main St., Townsend 01469
Superintendent: Foster Shibles
Information Contact: Gilbert Tremblay,
617-597-8723
Teachers: 1
Students: 11, grades 9-12 (first year);
6, grades 9-12 (second year)
Program began: September 1971
Extra costs: None

The Mass Media course at North Middlesex Regional School was established as a one-semester English elective for grades 9-12. The purpose of the course is to introduce students to the various media--newspapers, magazines, television, radio and movies; to provide an understanding of how each of the media functions; and to provide enough in-depth study to enable the students to discern the strengths and weaknesses of each of the media so that the students can deal reasonably with the many facets of the media that each student encounters daily.

In the two years of its existence, the program has had both reasonable success and total failure. Last year the course had 11 students from grades 9-12 (ten college prep and one general) who were interested in the media and took the challenge of the new course to learn as much as possible about the subject matter. Considering that the facilities for this course were poor (no videotape machine, no newspaper subscriptions, and no movies in school), the results were extremely good. This year, however, the course had six students, all from grade 11 (two general and four business students) who were not interested in media. The course was a total failure.

Since most of the students in North Middlesex have very little media awareness, the success of the program seems to depend mostly on the attitude of the students who do elect the course, and to some degree the limited facilities available.

28. Mass Media and Persuasion

WEST JR. HIGH SCHOOL, 30 Waverley Ave.,
Watertown 02172
Superintendent: Daniel O'Connor
Information Contact: Linda Kahn, 617-
924-3914
Teachers: 1 full-time
Students: 70, grade 9
Program began: February 1973
Extra costs: None
Visiting policy: Anyone is welcome
anytime.



Students in a ninth grade English elective course, "Mass Media and Persuasion," study the impact and effect of media by producing a radio show. With minimal equipment--two tape recorders, one record player, and a public address system--Station WJHS broadcasts twice a week. The fare includes international, local and school news, sports events, interviews, and record, movie and television reviews written by members of the poetry and modern music classes.

Dividing the class into editorial, news collection, features and writing staffs affords each student the opportunity to experience different facets of journalism and broadcasting. The editors of the respective staffs meet with the Student Program Coordinator to determine the format of each show and students alternate as announcers.

29. Forms of Persuasion

TEWKSBURY HIGH SCHOOL, 320 Pleasant St.,
Tewksbury 01876

Superintendent: John W. Wynn

Information Contact: Mary Crossley,
617-851-2022

Teachers: 1 full-time

Students: 20

Program began: 1971

Extra costs: \$200

Visiting policy: Please call in
advance.

Mass Media was designed to give students exposure to the different forms of mass media and their implicit powers of persuasion.

The course starts with commercials, discussions of the technical aspects of commercials, and a brief course in operating the videotape machine. Then students form groups and film 30-second commercials that the class grades according to the persuasiveness of their messages.



From here, we move into some of the more subtle messages of television programming itself, particularly the concept of selection in television programming that is implied in all news-casting. We also try to cover as many image patterns as possible; that is, the fairly standardized versions of things like masculinity, femininity, parenthood, work, politics, sex, and many others that are usually portrayed in much the same way in most programming.

The class is exposed to the technical and mechanical aspects of filmmaking, and groups produce three- or four-minute silent films. Again, there is little direction other than the date their film is due and the reminder that the film should have a message of some sort. The students themselves analyze the films for organization, editing, visual effectiveness and interest.

After doing a second three- or four-minute film, this time with sound, each group is given the choice of either creating a 10-minute sound film or a 20-minute news broadcast using the videotape machine.

30. The Effects of Media

BURNCOAT SENIOR HIGH SCHOOL, 179 Burncoat St., Worcester 01606

Superintendent: John Connor

Information Contact: Robert Larocque,
617-853-8420

Teachers: 1 full-time

Students: 45

Program began: September 1971

Extra costs: Students buy their own
films.

Visiting policy: By appointment

The Mass Media course is designed to show the overall effect of mass media on society. The major forms of modern day media are studied--TV, radio, records, movies, newspapers and comic books. Field trips have included a visit to the local TV station and to a newspaper plant.

Each student in the class is required to write a paper on media or to do a related project on film, slides or videotape.

TV/Video



31. TV Journalism

AMHERST-PELHAM REGIONAL HIGH SCHOOL,
Chestnut St., Amherst 01002

Acting Superintendent: Donald Frizzle

Information Contact: Jane Price, 413-
549-3710

Teachers: 2 full-time

Students: 50, grades 9-12

Program began: September 1970

Extra costs: None

Visiting policy: Parents invited to
taping sessions; others may visit
on request.

Television is an integral part of the journalism classes in the Amherst-Pelham Regional secondary schools. Students in Journalism I produce a weekly news program that goes out to the community over Amherst Cable Television, Channel 8, every Thursday.

Class work includes the basic skills--identifying news sources, interviewing, writing for audio and print journalism, and using video equipment. Task forces with three or four student members cover special areas, such as civic affairs, arts and entertainment, school life, ecology, special events, and

sports. The students not only obtain the facts and write the scripts, but are also responsible for the visual materials--either half-inch tapes, slides, or still photography. They then present the story on the program. Some stories covered over the past year have dealt with hitchhiking, shoplifting, bicycle thefts, town and school committee elections, and a variety of student activities.

Learning how to set up appointments, how to ask probing questions, how to overcome obstacles--both human and mechanical--and how to meet deadlines are some of the values that students have cited in evaluating the course.

32. Technology and Creativity

ANDOVER HIGH SCHOOL, Andover 01810

Superintendent: Kenneth Seifert

Information Contact: William Becker,
617-475-8440

Teachers: 2 cooperatively teach 2
sections

Students: 100; 50 sophomores/term, 50

juniors and seniors/term

Program began: 1972

Extra costs: None

Visiting policy: By appointment

Electives Program: The television class is part of the elective program for juniors and seniors. The course is divided into two sections of nine weeks each. One segment deals with TV technology and students learn to use all electronic media, such as slide tapes, filmstrip projectors, overhead transparencies and videotape equipment. Students analyze professional programs and create their own programs. Finally, each student is involved in writing, casting, directing and producing a complete videotape program which is reviewed by the class.

The second segment of the course is film study, in which students analyze filmmaking and create their own regular 8mm or super-8mm films. Silent films and shorts are used as models for students who create their own short super-8mm productions.

Sophomore Program: An 18-week media course is offered to sophomores as an introduction to non-print media. The content covers radio, television programs, commercials, short films and feature films. The students prepare collages, multi-media presentations and written reports, as well as some short, original films.

33. CHS-TV

CHELMSFORD HIGH SCHOOL, 250 North Rd.,
Chelmsford 01824

Superintendent: Thomas Rivard

Information Contact: Neil Weisbrod,
-617-256-6531

Teachers: 1 full-time

Students: 75, grades 10-12

Program began: September 1971

Extra costs: None

Visiting policy: Welcome anytime.

Call first.

CHS-TV is a student-operated, closed-circuit television station with a staff

of 80 broadcasting daily over closed circuit Channels 13, 9 and 6 to an audience of more than 2,000.

Studios are located in the Chelmsford Public Schools and the production facilities include a three-camera studio, recording and broadcasting from two 2" Ampex 66 VTR's, four 1/2" Sony 3650's, and one Sony Video Rover for field production.

A program schedule is published weekly listing the daily program with an accompanying feature article about the TV studio. CHS-TV also produces hour specials every six weeks. The news is rebroadcast periodically and broadcast from the tape library on request. One of the main features is a 15-minute morning program comprised of live and prerecorded segments.

CHS-TV is one of the largest producers of non-commercial television in New England.

34. Audio/Visual Club

EDWARD BELLAMY MIDDLE SCHOOL, 314

Pendleton Ave., Chicopee Falls 01020

Superintendent: Sophie J. Chmura

Information Contact: John H. Dumont,
413-592-6111 x28

Teachers: 1 full-time instructional
media specialist

Students: 30, grades 5-8

Program began: November 1972

Extra costs: None

Visiting policy: Visitors are welcome.

Call the Assistant Superintendent at
413-592-6111 x15.

Television production and direction are offered as part of the extra-curricular program of the Audio/Visual Club at the Edward Bellamy Middle School. Students in grades 5-8 are trained in the operational theory and production techniques necessary for video presentations at our educational television facility within the school.

Presently, we produce two television programs distributed over our closed-circuit system. Challenge is a quiz

program which allows different class divisions to compete against each other. All questions used on the program are formulated by subject matter teachers. Coming Closer, sponsored by the Social Studies Department, is an interview type program where local and state officials are questioned by student representatives. Already this year, Rep. Richard Demers, Rep. Francis Lapointe, and Mayor Edward Ziemba have appeared.

When students join the Audio/Visual Club, they are taught the basic techniques used in television production--making of visuals, arranging lights, designing sets, writing scripts, and utilizing the proper microphones. From this point, correct terminology is taught in conjunction with the operation of certain specified equipment. For example, the cameraman would have to know how to zoom, dolly, truck, tilt, pan and focus if he is to perform his job satisfactorily; the technical director must understand how to fade or dissolve, take, super, matte and key. Other positions, such as floor manager, audio engineer and videotape engineer, are covered as thoroughly. The students are then allowed on-the-job training with the equipment.

35. Television Course

FRAMINGHAM NORTH HIGH SCHOOL, A St.,
Framingham 01701

Superintendent: Albert L. Benson

Information Contact: Henry B. Fortier,
617-877-5101

Teachers: 2 full-time

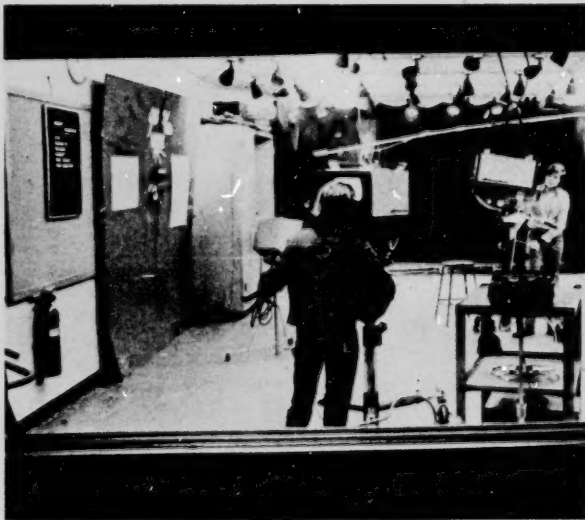
Students: 80

Program began: September 1972

Extra costs: None

Visiting policy: Check with principal,
give 24-hour notice.

The television course is goal-oriented. Students determine to what extent they wish to participate in the course. The course has certain minimum standards: understanding the nomenclature of TV, participation in one basic production, making periodic reports based on their own personal viewing of television, and understanding the process of visual and sound composition. Students are encouraged to pursue their interest in either the participation or production area. School resources are available; e.g., audio/visual department, photography, studio (cameras, control panel, lights, microphone, TV tapes).



The teacher and television coordinator work together--the teacher in the classroom and the TV coordinator handling the technical aspects of the studio, repairs and scheduling studio time.

36. Using Videotape

MCCANN TECHNICAL SCHOOL, Hodges Crossroad, North Adams 01247

Superintendent: James Westall

Information Contact: Marilyn R. Less,
413-663-5383

Teachers: 3 full-time

Students: 14 seniors

Program began: October 1972

Extra costs: None

Visiting policy: Contact superintendent.

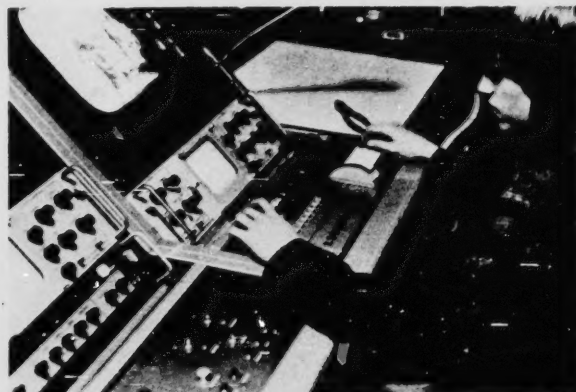
Seniors in the Electronics Department have been using the complete videotape system at McCann Technical School as part of their work in English. The class began by studying the unit on media in the textbook, Voices in Literature, Language, and Composition.

Several commercial television programs were viewed and students became quite critical and aware of production techniques. Several books on filmmaking were in the classroom for constant reference.

The class decided to produce a documentary about all phases of the school, which was eventually used by the Guidance Department during visits to the feeder schools. The script was prepared by the entire class. It was here that the greatest amount of student involvement took place. In groups of three or four, the students explored every aspect of the school. This necessitated research and interviews with teachers and administrators. Each group presented its work to the entire class for acceptance. Approximately 20 class periods were needed to complete this part of the production.

The actual taping involved fewer students, although the students did manage to serve as technicians, credit arrangers, and equipment movers. During the students' shop week, they were released

from their shop to work on their videotape production. (At McCann Technical, one week is spent in academic and related classes and the next week is spent in shop.) The spirit of cooperation between an academic English class and a shop class was outstanding.



37. Production Workshops

WEYMOUTH SOUTH HIGH SCHOOL, 360 Pleasant St., Weymouth 02190

WEYMOUTH NORTH HIGH SCHOOL, 1051 Commercial St., Weymouth 02189

Superintendent: Leon H. Farrin

Information Contacts: Robert Gelles
or E. Remondini, 617-337-4506

Teachers: 1 full-time

Students: 20

Program began: September 1972

Extra costs: \$8,000

Visiting policy: By appointment

At Weymouth North and South High Schools, students may take workshops in television production in place of regularly scheduled study periods.

Students learn about equipment (cameras, production switchers, videotape recorders, etc.) and production techniques (lighting, graphics, script preparation) in the studio facilities at both schools.

The group produces its own shows and serves as a crew for instructors using the studios in conjunction with their classes.

Selected Media Centers



The decision was made to divide the center into three areas to avoid problems with the various grades sharing the same facility at the same time. The "Kiddy Area" is the most popular spot, with a low, round table with pillows and plastic blocks for seats; all ages like to use this area for a variety of purposes.

In addition to grades 1-5 coming in for weekly media lessons, grades 6-8 are scheduled in through their language arts course; and individual students, small groups and classes use the Media Center at all times to do research, read or use a variety of media.

The teachers of grades 1-5 participated in hands-on experiences with equipment to refine their skills in the operation and maintenance of the previewer, filmstrip and overhead projectors, listening station, record player, cassette and reel-to-reel recorders, slide projector, and 16mm and super-8mm projectors. Also, they learned to splice a filmstrip, to repair a broken cassette tape, to demagnetize the head of a cassette, and to bulk-erase a cassette.

38. K-8 Media Center

EMERSON SCHOOL, Main St., Bolton 01740

Superintendent: Frederick Lawton

Information Contact: Priscilla Rose,
617-779-2821

Teachers: 25

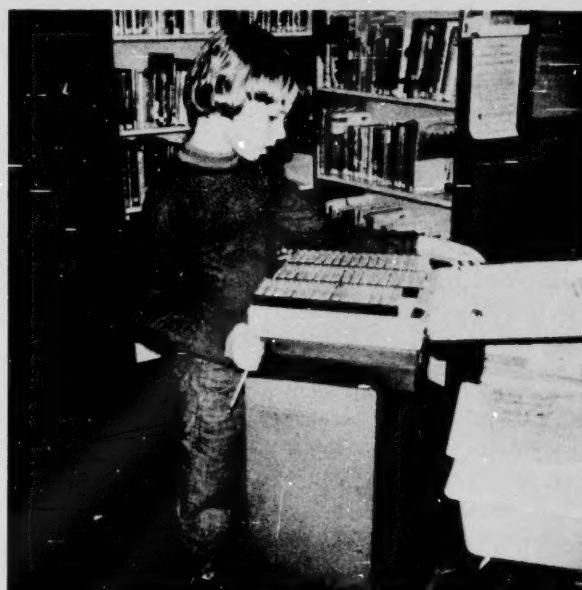
Students: 437, grades K-8

Program began: December 1971

Extra costs: None

Visiting policy: Call Priscilla Rose
for appointment.

The open Media Center at Emerson School is a lively place, with colorful graphics, posters and mobiles everywhere. It serves 437 children in grades K-8 and more than 25 teachers and specialists. The Media Center is in the heart of this open school.



39. IMC Program

CHELMSFORD PUBLIC SCHOOLS, 75 Graniteville Rd., North Chelmsford 01863

Superintendent: Thomas Rivard

Information Contacts: Dan Wallace or Jim Morrow, 617-251-3861

Teachers: 1 director and 1 production assistant

Program began: September 1972

Extra costs: None

Visiting policy: Call ahead of time.

The Chelmsford IMC program defines media as something that people do. The essential goal is to provide teachers and students with the resources they need (material, personal, technical and theoretical) to make the classroom as much a place for active production in all media as it is a place for passive reaction to filmstrips, movies, blackboards and books. The staff wants the center to become not so much an instructional media center as a productional media center.

The great pitfall of such a program is that it may end up advocating filmmaking or creative writing or TV production per se. While there is surely a level at which making a movie or a photograph or a videotape is a good thing in itself, the staff has found little evidence that the true educational potential of such activities is realized without relating them explicitly to the broader aims of schooling. They believe that for many students, perhaps even a majority, these aims are achieved most fully and efficiently when learning is active, not passive, and when it involves all channels of communication, not just print. Thus, the basic problem is to connect active media production with the regular school curriculum. Some generally successful solutions devised by Chelmsford teachers are:

Social Studies: A seventh grade student has made a serious animated film encapsulating the history of Blacks in America; an eighth grade class is writing a play about the expansion west for

videotaping; and a tenth grade class has produced a slide-tape about pioneer life, using original recordings and drawings, plus visuals from magazines and books.

Science: Several elementary classes are recording their experiments on movie film.

English: Students at all grade levels have written and produced original narratives in such media as film animation, puppetry, comic books, television and picture stories.

40. Two New Centers

GEORGETOWN JR./SR. HIGH SCHOOL, Winter St., Georgetown 01833

PENN BROOK ELEMENTARY SCHOOL, Elm St., Georgetown 01833

Superintendent: Robert J. Sinibaldi

Information Contact: William P. Bannister, 617-352-8706

Teachers: 74 (high school, 46; Penn Brook, 28)

Students: Grades 4-6, junior and senior high school

Program began: High school, September 1971; Penn Brook, September 1972

Extra costs: None

Visiting policy: Anyone welcome at anytime.

Georgetown has begun to incorporate media into the curriculum. In the past two years, two new media centers have opened, one at the Georgetown Junior/Senior High School (1971) and one at the new Penn Brook Elementary School for grades 4, 5 and 6 (1972).

Centers are open to students, staff members and town residents. The media staff attempts to aid faculty members in developing individualized and small group programs. The staff also assists students in the preparation of their assignments and research.

At present, all elementary teams and secondary departments are evaluating their programs. Their goal is to improve curriculum offerings. Now that materials and equipment are available,

staff members are actively investigating many alternate courses and teaching methods. The staff's media software budget requests have doubled in one year.

Television is opening many new educational possibilities to staff and students. A master antenna and a closed-circuit television system have been installed at the high school and Penn Brook Elementary School. Media centers are equipped with videotape recorders, in-school cameras and a video rover system. Television is being used to view live programs such as The 21 Inch Classroom production. The schools are producing some shows of their own, and departments such as Physical Education, Business, Speech and Music are using television for evaluation purposes. Student activities are also reported by television.

In order to help the staff develop skills in the use of the equipment, an in-service course lasting 16 weeks is offered. Here the teacher is able to use all the equipment and produce material to use in his or her classroom. The school also ran a half-day workshop with staff from The 21 Inch Classroom. The entire staff was involved and concentrated on three areas: television use, multi-media, and programming.

The real significance of the program is its impact on the staff and especially on the students. Students are producing 8mm films, slide tapes, audio tapes, videotapes, transparencies, and a wide variety of visuals. A new photography club has been formed at Penn Brook School. The staff has built a small darkroom at the high school and plans to offer courses in photography and media to the high school students. A screen education course was initiated in the fall of 1973.

41. Out of the Closet Into the Media Center

GREENFIELD HIGH SCHOOL, Lenox Ave.,
Greenfield 01301

Superintendent: William Wright

Information Contact: William F. Bassett, Jr., 413-773-3639

Teachers: 1 part-time media director;
1 part-time aide

Students: Basic core of 13, which
fluctuates with work at hand

Program began: Media Center, September
1970; Television Programming, February
1973

Extra costs: None

Visiting policy: Call first for
appointment.

Three years ago, the high school had three 16mm projectors stored in a closet shared with the Science Department. There was no teacher in charge and little equipment. The student and aide trying to keep track of equipment were "hampered" by seemingly insurmountable obstacles.

At this time, a new principal began duties, appointed a part-time media director and aide, gave them a closet of their own as well as a budget, and the media center was created.

A media club was formed, with students helping to run the center. These students, knowledgeable in operation of all equipment, play a vital role in the operation of the center. Not only do they assist teachers in the production of materials, but they produce their own programs for television cablecasting as well, having produced 14 weekly half-hour programs and about 15 hours of special programs. Furthermore, when the media center is unmanned by faculty, it is covered by one of these students.

In three years, the center has blossomed into a rather functional area where service is the key and quality is understood. The future looks promising as students and staff feel this is just a beginning. Eventually, the center expects to have even more impact on both the school system and the community.

Media

Media

Media

42. A Pioneering IMC

PLYMOUTH RIVER SCHOOL, High St.,
Hingham 02043

Superintendent: William M. Mahoney

Information Contact: Daniel W. Gibbs,
Jr., 617-749-2180

Teachers: 30 full-time

Students: 750, K-6

Program began: 1969

Extra costs: None

Visiting policy: Wednesdays



Continuing with a pioneering spirit, the program at the Plymouth River School Instructional Materials Center is trying something new this year. Media lessons are being given via the closed-circuit television system, with children from grades 4, 5 and 6 providing the crew and directing the telecast. Lessons concerning print materials (non-fiction, fiction, etc.), non-print materials (tape recorders, filmstrips, etc.), and production of materials (drawing methods, taping skills, etc.) have already been conducted this year with excellent results. Grades 1 and 2 view the program early in the week, grades 3 and 4 in the middle, and grades 5 and 6 have their instruction on Friday. Following the lesson part of the program, a news and special feature segment, "starring" representatives from all grade levels, exposes even more children to the TV medium.

The center is also continuing its services to teachers and students in

all areas of print, non-print, and production media by providing assistance in materials selection, construction and utilization. Parent volunteers, student aides, and student teachers have done a great deal to help the center operate. As the faculty and student body at Plymouth River School become more and more media-minded, more and more requests for special services are being received by the IMC.

The Media Center received a national award from the Association for Educational Communications and Technology and the Encyclopedia Britannica Educational Corporation for having the best in-service training program in New England and New York.

43. Media Production Lab

HOLLISTON HIGH SCHOOL, Hollis St.,
Holliston 01746

Superintendent: Savino J. Placentino

Information Contact: Robert Greenwood,
617-429-5060

Teachers: 180; about 30 teachers involved in producing their own materials

Students: 3,700

Program began: September 1969

Extra costs: None

Visiting policy: Contact Robert Greenwood.

The media production lab includes facilities for production of thermal transparencies and masters, diazo (color) transparencies, slides, filmstrips, lamination, color lifts, sound mixing for audio programs, a full production television studio, and super-8mm movie equipment. Much of the production work is handled by student A/V assistants at the high school. Approximate yearly production includes 25 filmstrips, 1,500 slides, 500 colored transparencies, 2,000 thermal transparencies, and more than 5,000 masters, in addition to videotapes and films.

44. Videotape Acquaints Students with Library

SOMERSET HIGH SCHOOL, Grandview Ave.
Ext., Somerset 02726

Superintendent: Francis J. Kilgrew
Information Contact: David Knecht,
617-678-3981

Teachers: 1 full-time

Students: 2 sophomores

Program began: October 1972

Extra costs: None

Visiting policy: Contact David Knecht
to view videotape.

Two sophomore students and the Somerset High School librarian worked together after school to videotape a program designed to acquaint freshmen students with the facilities of their high school library.

The prime purpose of the tape was to explain the organization and layout of the library, the type of conduct expected from each student using the library, the Dewey Decimal System, the use of the card catalog, the use of the Reader's Guide to Periodical Literature, and the use of various encyclopedias, indexes, almanacs, and special dictionaries.

The Audio/Visual Department, the library, the Developmental Reading Program, and the English Department are setting up procedures to coordinate various experimental ventures using audio/visual materials to motivate students and to impart essential information. It is hoped that in the future, personnel and funds will allow for enrichment programs as well.

45. Media Services Department

STONEHAM PUBLIC SCHOOLS, 149 Franklin St., Stoneham 02180

Superintendent: Daniel W. Horgan, Jr.

Information Contact: Robert G. Mallion,
617-438-5717

Teachers: 1 full-time director

Students: 35

Program began: September 1972

Extra costs: None

Visiting policy: Open to all, by appointment.

Children filming cartoons, making videotapes of book reports, and photographing field trip highlights are all part of Stoneham's Media Services Department, which this year began full-time operation.

Under the supervision of a full-time Director of Media Services, teachers receive small group, in-service training in preparation of materials and operation of equipment. The demand for closed-circuit television has increased considerably, involving students at the secondary level in a student training program.

46. Creating a Curriculum Center

FRANCIS J. MURACO SCHOOL, Bates Rd.,
Winchester 01890

Superintendent: William MacDonald

Information Contact: Maureen Quine,
617-729-8985

Teachers: 18 full-time

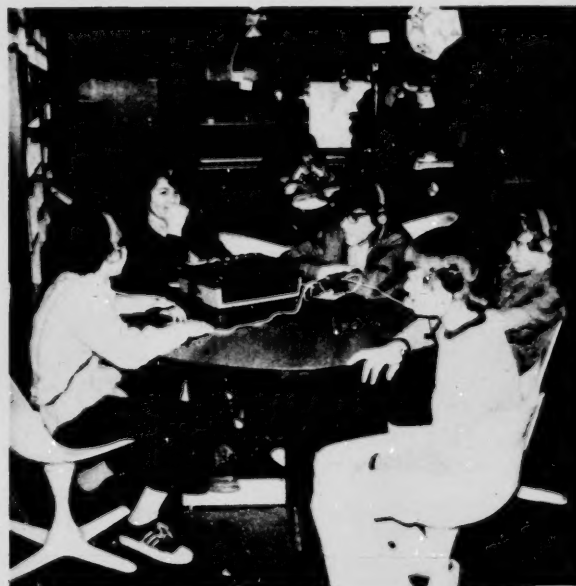


Students: 500, K-6
Program began: January 1972
Extra costs: None
Visiting policy: By appointment

When the Muraco School opened, curriculum materials were loosely arranged by subject and grade, and shelved in storerooms, classrooms and offices. There were books, pamphlets, globes, maps, recordings, transparencies, mimeo books and other learning materials.

The staff and principal explored the possibility of centralizing the materials in a school Curriculum Center for teachers. All items were catalogued, including hardware, and a check-out system was developed utilizing the services of a clerk aide. Curriculum teams organized material, and one teacher agreed to coordinate the program.

Student teachers have found the area especially helpful, as the variety of media broadens their instructional view. Manuals and materials from educational publishers are readily available for ordering media for future needs.



Teacher Resources

47. The Creative Use of Media

BEDFORD HIGH SCHOOL, Mudge Way, Bedford 01730

Superintendent: Leon L'Heureux

Information Contact: Bruce W. Morse,
617-275-1700 x26

Teachers: 23 full-time

Program began: September 1972

Extra costs: Funded by Merrimac Education Center; \$7 lab fee paid by each teacher

Visiting policy: Call Bruce Morse.

"The Creative Use of Media" course given at Bedford High School in the Instructional Materials Center is taught by its director, Bruce Morse. Teachers who participate may receive in-service credit from their school system or graduate credit given by Fitchburg State College upon successful completion of the 12-week course. The main objectives of the course are:

1. To explore how media and technology affect the educational process involving both pupils and teachers; and
2. To present concrete information as to what the teacher can do independently in working with equipment, selecting or producing materials, and utilizing the assistance of professional media specialists in their school system.

The course was set up originally by the Merrimac Education Center, with the assistance of Fitchburg State College, as an in-service course.

48. Massachusetts Film Library Cooperative

Address: Massachusetts Department of Education, Bureau of Adult Education & Extended Services, 182 Tremont St., Boston 02111

Information Contact: Joe Dube, 617-727-5788

Members: 135 school systems, 34 libraries, 11 state colleges
Program began: 1950
Funds: Membership fee each school year

The Massachusetts Film Library Cooperative is a voluntary association formed for the purpose of providing school systems, public libraries, and colleges with the facilities of a large, centralized library of 16mm films more economically than would be possible otherwise.

New members are accepted into the Cooperative in January of each year for the following school year. Basically, membership involves simple procedures. Members sign an agreement authorizing the Office of Audio-Visual Services to order a predetermined number of films to be deposited in the Cooperative and billed to individual members. The minimum purchase is a \$120 film; there is no maximum limitation. The film remains the property of the local school system or public library. Upon deposit of the film or films, members may borrow up to three times the amount of the cost of the film deposited, based on a nominal weekly service charge.

Through the Cooperative, members have access to a centralized library of approximately 5,000 titles covering every area of curriculum.

49. Teachers' Resource Center

CAMBRIDGE HIGH SCHOOL, 1700 Cambridge St., Cambridge 02138

Superintendent: Alflorencia Cheatham

Information Contact: Charles W. Adams,
617-876-4500 x298

Teachers: Entire system, approx. 800

Program began: September 1969

Extra costs: January 1973 to June 1974:
\$10,000 for print and non-print instructional materials, Cambridge Public Schools Library Fund.

Visiting policy: Visitors welcome anytime.

The Teachers' Resource Center serves as a multi-purpose center for all Cambridge teachers and administrators.

In operation since September 1969, the TRC has come to be an integral part of many teachers' and administrators' working days, and has served as the focal point for much of the efforts in curriculum development which have taken place in Cambridge.



The TRC began as an outgrowth of an old professional library consisting of a collection of some 2,500 books on education and 75 periodical titles. This collection still exists in a much updated form in the TRC and provides teachers with access to information on what is new in education.

The main thrust of the TRC now is in providing curriculum materials for teachers. These curriculum materials are divided into five sections (math, science, social studies, language arts and modern languages), and include transparencies, games, models and kits as well as textbooks. In addition, the TRC has a production area where teachers may prepare their own curriculum materials.

The TRC is under the direction of the Library Department, and is staffed by one professional librarian and two assistants. In addition, five curriculum directors oversee the selection of the curriculum materials by teacher committees and are responsible for the organization of the teacher workshops.

50. New England Screen Education Association

Address: Concord Academy, Main St.,
Concord 01742

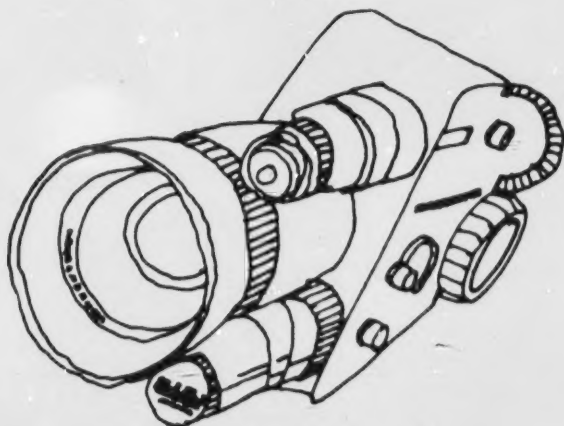
Information Contact: Chuck McVinney,
617-369-8098

Members: Approximately 350

Program began: 1968-1969

Funds: Membership fee, \$10/year;
National Endowment for the Arts,
\$8,650/year; Concord Academy pro-
vides in-kind services.

The New England Screen Education Association is a service organization established to provide programs, workshops, screenings, consultation and project assistance to educators involved with developing programs in filmmaking and media study. The association serves teachers from all disciplines and all types of schools. NESEA has its offices at Concord Academy in Concord.



51. A/V Course for Teachers and Administrators

MAYNARD HIGH SCHOOL, Great Rd., May-
nard 01754

Superintendent: Peter A. Delmonico

Information Contact: Joseph P. Magno,
617-897-8891

Teachers: 18 full-time

Program began: September 1972

Extra costs: None

Visiting policy: Visitors welcome.

The Director of Media Services developed an Audio/Visual Equipment course for teachers and administrators of the Maynard Public Schools. The course consists of 12 two-hour sessions and teachers earn two credits for participation. The course explores all types of audio/visual equipment, as well as production and utilization of materials in the classroom. Each session is divided into one-hour segments, including a lecture and an in-depth lab. Attention is given to videotape and television production.

52. 21 Inch Classroom

Address: Massachusetts Department of
Education, 55 Chapel St., Newton 02160

Director: Brian Brightly

Information Contact: Joanne Linowes,
617-969-4040

Communities involved: 130 public
schools, 20 private schools

Operating costs: Commonwealth reim-
burses town 50%; member systems pay
approximately 50¢ per pupil.

Dissemination: Write to 21 Inch Class-
room for brochures and information
about instructional television and
media services.

The 21 Inch Classroom refers to those Massachusetts towns that cooperatively finance the production and distribution of instructional television materials for their teachers. A minimal per-pupil annual membership (50% of which is reimbursed to the town by the state) entitles all teachers in member school systems to receive broadcast schedules, teacher guides, supplementary teaching materials, and media and program utilization workshops.

Operation of The 21 Inch Classroom is supervised by the Massachusetts Executive Committee for Educational Television, a group of superintendents, and private and public educators appointed by the Commissioner of Education.

This year, The 21 Inch Classroom broadcasts 54 programs spanning grades K through 12, covering all subject areas, and chosen to fit the many different needs of the urban, suburban, and rural schools of the Commonwealth. Formats range from straightforward documentaries to open-ended drama.

Membership in The 21 Inch Classroom costs considerably less than renting any one course on film. The membership fee is the lowest in the country.

The member schools of The 21 Inch Classroom make possible:

- the cost of transmitting programs on Channels 2 and 57, school days 8:30 a.m. to 3:00 p.m.;
- the rental of series from other eastern and national agencies;

- the production of new series as determined by member schools; and
- the development of media and utilization programs.

53. A/V Workshops

DOLBEARE SCHOOL, 340 Lowell St., Wakefield 01880

Superintendent: George A. MacArthur

Information Contact: Natalie Brooks,
617-246-0518

Teachers: 65

Program began: November 1972

Extra costs: None

Visiting policy: Workshop given at irregular intervals; visitors welcome.

Although many teachers in this system were accustomed to using audio/visual materials, there was only scattered production of teacher- and student-made filmstrips, slides, transparencies, etc.

Two workshops for elementary teachers were held to fill the need for direction in A/V software production. A third workshop for the Junior High School has been scheduled at their request. The workshop format consisted of a demonstration followed by teacher participation in areas of the teacher's choice. They emphasized those materials and equipment readily available in the teacher's own school. Presentation and practicum stressed methods of making transparencies, photographic slides, and lamination of teacher-made materials and the use of equipment.

Among the processes practiced were hand-drawn transparencies to be used as masters for worksheets as well, lamination of individualized worksheets with plastic enabling students to use them again and again, and a process of "color-lifting" pictures to make transparencies, which is easy and inexpensive enough for student production.

Each teacher was given a booklet containing instructions and supplies



needed for the various processes, plus listings of equipment to supplement textbook teaching. Follow-up aid to teachers has been provided upon request.

54. In-Service Workshops

WEYMOUTH SOUTH HIGH SCHOOL, 360 Pleasant St., Weymouth 02190
WEYMOUTH NORTH HIGH SCHOOL, 1051 Commercial St., Weymouth 02189

Superintendent: Leon H. Farrin

Information Contact: E. B. Remondini,
617-337-4506

Teachers: 15

Program began: September 1972

Extra costs: None

Visiting policy: By appointment only

In Weymouth, two in-service workshops are conducted for teachers at Weymouth North and South High Schools. One workshop introduces teachers to the capabilities and application of video equipment. The other, a ten-week photography workshop, is offered to help faculty understand the theory and practice of still photography. Lessons in composition, lighting, exposure, etc., are coupled with practical experience in darkroom technique.

Special Programs Using Media

55. A New Humanities Curriculum

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL,
Massachusetts Ave., Acton 01720

Superintendent: Raymond J. Grey

Information Contact: Paul McDermott,
617-263-7738

Teachers: 4 full time

Students: 30, grade 9

Program began: November 1971

Extra costs: \$4,000

Visiting policy: By appointment

A Title II Special Purpose Grant was used to purchase materials for a humanities curriculum for three classes of "non-college" ninth graders. Since these students are not academically oriented, the emphasis has not been on literary classics and man's cultural heritage. Instead, readable contemporary paperbacks have been supplemented by materials in other media; and learning activities have centered around immediate concerns, such as the need for others, the significance of family, changed views about society, and acceptance by others.



The most successful result of the program has been the increased involvement in communication on the part of the students--greater willingness to express themselves in speech and writing and to respond to each other, the teachers, and various media. The teachers feel that the students have become more open-minded and also more self-confident, with an improved self-image and surer values. Clearly, the students enjoy the variety of materials. As one boy, who was explaining why he liked English more than before, said, "Last year we didn't have nothing."

56. A Multi-Media Approach To 20th Century Social Studies

BELMONT HIGH SCHOOL, 221 Concord Ave.,
Belmont 02178

Superintendent: John W. McGrath

Information Contact: Paul Carey, 617-484-4700

Teachers: 4 teachers using material
on a rotating basis

Students: 1,300 over the course of
the year

Program began: February 1972

Extra costs: \$4,000, ESEA Title II

Visiting policy: Call Paul Carey for
appointment

"A Multi-Media Approach to 20th Century Social Studies" at Belmont High supported four new courses cooperatively developed by teachers and students: African Studies, Latin American Studies, Comparative Religions, and American Government. Specific materials not available through local budget were purchased through a grant from Title II. These included instant-loading 8mm sound documentaries, prerecorded cassette tapes, microfilm, multi-media kits, master study prints and films. Sound materials were recorded for use on dial access. Students and teachers then

used these media both as large group instruction devices and more frequently as independent options in the central IMC.

Approaching historical content on their "own time" through a variety of easy to operate media proved very popular with students. Local funds have been and will expand the original inventory.

57. Their Fingers Do the Walking

JOHN W. MCCORMACK MIDDLE SCHOOL, 315
Mt. Vernon St., Dorchester 02125

Superintendent: William J. Leary

Information Contact: Evelyn Menconi,
617-825-5105

Teachers: 1 full-time media specialist

Students: Grades 5-8

Program began: September 1972

Extra costs: None

Visiting policy: Welcome anytime.
Call first.

The Yellow Pages are helping Boston and vicinity "come alive" for students and teachers at the McCormack School as their fingers do the walking through the directories sent to the school recently by the telephone company.

It's all part of Principal Nicholas Bergin's Urban Education Program where his staff members work with University of Massachusetts at Boston student teachers in a reading program designed to help students use the resources of the city for more effective learning.

The Yellow Pages help in the mastery of reading skills as students get to know the location of the nearest pizza parlor or how to contact the N.A.A.C.P. The directory becomes a tool for teaching skills in using a dictionary and thesaurus, ability to classify and organize, and use of index and table of contents. Added attractions are skills at locating zip code numbers and use of Boston area maps.

The directories help locate people, places and things that are all around. Staff, parents and students alike are being urged in many ways (field trips, camera walks, slide shows, arts and varied projects) to develop a positive attitude about the community and city with its potential for making learning a pleasure.

Students, staff and community are getting to know Boston as a port city as well as a center for the arts, history, medicine, industry, science research, and recreational facilities.

58. Photography and Writing

BROOKLINE HIGH SCHOOL, 115 Greenough St., Brookline 02146

Superintendent: Robert Sperber

Information Contact: Evelyn B. Shore, 617-734-1111 x222

Students: 50

Teachers: 1

Extra costs: Minimal amount of film and processing

Program began: Fall 1968

Visiting policy: By appointment

Photography and Writing is a course that explores what there is in pictures that can be put into words and what there is in words that can be put into pictures. Photographs taken by professionals and by students are used to suggest moods and messages that are worth putting into words. Writing, done by professional authors and poets as well as by students, is used to suggest single photographs and film sequences that enrich the printed word.

Photography and Writing is not an art course. Instead, camera work aims at producing photographic prints that "belong" to such literary forms as a poem, a story or a play. Students are encouraged to search for camera techniques that make the literature more expressive because photography accompanies it, and for writing techniques that make photography more expressive because words accompany it.

Students begin by exploring the nature of the still photograph: move on to a study of the poem, short story, article and play; and then combine their working knowledge of words and photography into individually designed projects of their own choosing. Students meet in small as well as large groups to discuss the techniques of illustrating through photography and of writing text. They also work independently at their own rates of speed.

The school supplies the cameras (Instamatics), film and film processing. Students who elect to use their own cameras provide their own film and processing. All "shooting" of pictures (except for special projects) is done either inside the Brookline High School or on school grounds.

59. Career Program in Media

BROOKLINE HIGH SCHOOL, 115 Greenough St., Brookline 02146

Superintendent: Robert Sperber

Information Contact: Norman Finkelstein, 617-734-1111 x486

Teachers: 1 part-time and staff assistants

Students: 17, grade 9

Program began: September 1972

Extra costs: None

Visiting policy: By appointment



A career program in media is being offered to students at Brookline High School. As part of the Occupational Education Department, this program is designed to prepare students for job opportunities in the media field following graduation.

The core course, "Communications through Media," offered in the ninth grade is designed to acquaint students with the world of media. Content includes basic communications theory, audio/visual management, "hands-on" experience in audio and video recording, photography and projection, graphics, production of materials, and repair and maintenance of equipment.

Upon completion of this course, students may choose from electives in other departments to round out their training--Radio and Television Broadcasting I and II, Multi-Media Studio, Graphics and Electronics I and II.

Practical paid work experience is an optional part of the program which most students elect. During the first two years, students are assigned to audio/visual job stations within the school system. There, under supervision, they gain skills which supplement the classroom experience. It is hoped that during the last two years, students may be placed in outside agencies and firms for work assignments.

A room in the high school's Unified Arts Building was remodeled to serve as an audio/visual laboratory. Here students may work on related course projects and gain familiarity with audio/visual equipment and materials. A small darkroom was also created.

To relate to the outside media world, field trips are made to audio/visual departments of educational institutions and industries. By integrating class work with practical work situations, students enjoy the most beneficial attributes of both experiences while preparing for a worthwhile career.

60. Media Mathematics

PIERCE SCHOOL, 90 Park St., Brookline 02146

Superintendent: Robert Sperber

Information Contact: Ardelle Pearsall, 617-734-1111 x393

Teachers: 1 full-time

Students: 60, grades 7 and 8

Program began: September 1971

Extra costs: \$2,000, ESEA Title II

Visiting policy: Open

The children in the Pierce School are a culturally diverse group which includes many Orientals, some Spanish-speaking families, many from one parent homes and many from very large families. Within the last two categories are a great proportion of welfare families. Within such a framework of students, the vocabulary of mathematics is indeed a foreign language.

The purpose is to provide for these children a variety of materials of a manipulative, visual and aural nature to help them to discover for themselves the structure, pattern and interrelationships which are the essence of mathematics.

The most successful aspect of the program has been the very obvious growth in students' awareness of the presence of mathematical concepts in art, music and the world around them.

The major problem in implementing the program was a change in personnel during the summer, which left one teacher for three eighth grade and two seventh grade sections.

The "bookkeeping" problem has been solved by having the children write their own records. An aide or a student teacher is essential to the success of the program.

61. Urban Awareness

CAMBRIDGE PUBLIC SCHOOLS, 1700 Cambridge St., Cambridge 02138

Superintendent: Alflorencia Cheatham

Information Contact: Elizabeth Boyce, 617-876-4500 x267

Teachers: 28 full time

Students: 763, grade 4

Program began: September 1968

Extra costs: \$3,000 for in-service summer workshops for teachers

Visiting policy: Contact the Superintendent or Elizabeth Boyce

Throughout the fourth grade in the Cambridge Public Schools, one 12-week long social studies unit concentrates on urban awareness. The unit combines historical data with firsthand experience and a variety of media to make students aware of their environment; to explore the ideas about urban life--congestion, space and urban renewal; to consider the value of the structures in their neighborhoods; and to discuss the quality of life within their environment.

Teachers make use of a variety of media: overhead projectors, Polaroid cameras, filmstrips, films, TV, and neighborhood walks led by volunteer architects from the Boston Society of Architects Education Committee. Architects have contributed a great deal to the success of the program, including the production of slides of historic areas and slide/tape interviews with various people who work in the city, such as the Mayor, firemen and policemen.



A SIMILAR PROGRAM EXISTS IN:

SEEKONK JUNIOR HIGH SCHOOL, Newman Ave., Seekonk 02771

Superintendent: Francis W. Gallishaw

Information Contact: Robert Kulaga, 617-761-7570

Teachers: 4 full-time

Students: 233, grade 8

Program began: November 1972

Extra costs: \$1,017.10

Visiting policy: Contact Robert Kulaga

62. Math Resource Center

HULL HIGH SCHOOL, 180 Main St., Hull 02045

Superintendent: Richard P. Charlton

Information Contact: Catherine Sullivan, 617-925-3000

Teachers: 1 full-time

Students: 300

Program began: September 1971

Extra costs: None

Visiting policy: Contact principal.

In recent years, educators have expressed increasing interest in the laboratory approach to teaching mathematics. The National Council of Teachers of Mathematics believes that manipulative materials now play a useful role at all levels of mathematics instruction--introduction of concepts, enhancement of the understanding of certain concepts, exposure to other areas of mathematics for enrichment, and aides to the development of problem-solving strategies. Today's student is no longer limited to textbooks and chalkboards; he can be lured, challenged and actively taught through fun-filled games, puzzles and activities.

Hull High School's Math Resource Center, which became a reality in September 1971, is equipped with the following materials: Individualized Study Units in Mathematics, Encyclopedia Britannica Programmed Materials; Occupational Skills Kits which enable stu-

dents to discover and strengthen individual computational weaknesses; Algebra Skills Kits designed to help students strengthen basic algebra skills; Equations Games which provide practice in abstract thinking; Ranko, a game of arithmetic drill and strategy which encourages students to make plans and formulate strategy; Tuf, a challenging series of games based on equations that helps students understand mathematics from simple to complex; and Euclid, a card game based on the principles of geometry.

During their unassigned periods, students are encouraged to go to the Resource Room where they may use the activity-centered math materials which are available or seek the help of a math teacher who is always on duty.

The school intends to expand the program and acquire additional materials, particularly those which will be experimental in nature, since the mathematics laboratory approach is an involvement program where students explore ideas, discover relationships, and become totally absorbed in learning.

63. Science Unit in Filmmaking

MARIA HASTINGS SCHOOL, Massachusetts Ave., Lexington 02173

Superintendent: Rudolph Fobert

Information Contact: Alan Cooper, 617-862-7500

Teachers: 1 full-time

Students: 27, grade 6/2-month unit

Program began: January 1972

Extra costs: None

Visiting policy: To see the unit in progress, visit in January or February.

The study of filmmaking is used as a science unit in grade 6. Students study still cameras and movie cameras.

Students take pictures and develop them in class, and make slides by marking on transparent film. Students also

learn animation and make cartoons using a movie camera and by drawing on clear 16mm film.

64. Stop, Look, Listen —And Read

MAJOR DANIEL J. MURPHY SCHOOL, North Main St., Natick 01760

Superintendent: Winston Wetzel

Information Contact: Eleanor Monks, 617-653-0550

Teachers: 2 full-time teachers, 3 school librarians rotating

Students: 55, grades 4 and 5

Program began: January 1972

Extra costs: \$500, ESEA Title II

Visiting policy: By appointment



The "Stop, Look, Listen--and Read" project aims at reaching the several fourth and fifth grade students who do read at or above their "grade-level," but who are reluctant readers. This was approved for an ESEA Title II Special Purpose Grant and initiated in January 1972.

The purposes of this grant are:

1. To motivate those children who can read, but who are reluctant to do outside reading, to read more books through extensive exposure to correlated multi-media material;

2. To broaden the range of reading interests in those children whose outside reading pursues a narrow track;



3. To serve as a demonstration model for other schools in the system;

4. To show to the Natick school system and the community the advantages of multi-media centers at the elementary level; and

5. To determine whether the multi-media approach does, in fact, increase the amount of reading, and whether there is a positive correlation between increased reading and higher scores as measured by standardized reading tests.

Twenty-one fourth graders and 27 fifth graders at the Murphy School were selected to take part in the project. The youngsters involved in the project received instruction in operating the various audio/visual equipment.

It is a common occurrence to enter a project classroom and find an overall aura of eager activity, such as five youngsters using the individual film-strip previewers, three clusters totally involved with the three small group filmstrip previewers, another trio viewing a filmloop and discussing it quietly

as it is shown, another small group engrossed with a sound filmstrip, and other individuals absorbed in listening to a tape or a record or lost completely in a book, oblivious to the hive of activities around them.

65. Randolph Youth Speaks Out

RANDOLPH HIGH SCHOOL, Memorial Parkway, Randolph 02368

Superintendent: Thomas L. Warren

Information Contact: Nancy Boland, 617-963-7800 x66

Teachers: 1 public relations director

Students: 58, sophomores-seniors

Program began: September 1968

Extra costs: None

Visiting policy: Contact Nancy Boland.

At Randolph High School, 58 students participate in the production of a weekly radio interview program, "Randolph Youth Speaks Out," broadcast every Friday evening at 9:15 p.m. on Station WNUR.

Students write scripts, operate equipment and line up guests. Two co-chairmen host the program on a rotating basis and prepare and conduct the interviews. Guests have included celebrities from sports, entertainment and government, including Governor Sargent, a former Miss America, and team members of the Boston Celtics.

66. Photography: A New View

BRIGHTWOOD SCHOOL, 471 Plainfield St., Springfield 01107

Superintendent: John E. Deady

Information Contact: James F. Shea, 413-732-7310

Teachers: 1 + 1 aide, full-time
Students: 25, grade 4, open classroom
Program began: September 1971
Extra costs: Local school budget provided funds for kits.
Visiting policy: Contact school during the year and we will be glad to arrange for a class visit.

Brightwood School students have been introduced to photography. Materials, including inexpensive cameras, films, and all the material needed for developing the films in the classroom, were purchased in kits.

This equipment was utilized in a unit on the community. Initially, pictures were taken at the school; then the children went into the Brightwood neighborhood. Among their photographic subjects were a policeman, a police call box, fire hydrant, traffic signals, school bus and driver, a priest, a minister, teachers, and many other community people.

They also took pictures of the different types of homes in the area. Then the children learned how to develop their own film with their teacher, Mrs. Ursula Hogan.

The picture-taking proved to be an excellent reinforcement of learning in the areas of language arts, science and social studies.

67. Visual Communication

FOREST PARK JUNIOR HIGH SCHOOL, 48 Oakland St., Springfield 01108

Superintendent: John E. Deady

Information Contact: Paul Griffin,
413-737-3491

Teachers: 3 part-time

Students: 27, grade 9

Program began: September 1972

Extra costs: None

Visiting policy: Contact principal.

The Visual Communication course is an attempt to add a stimulating alternative to the present ninth grade curriculum and to provide the opportunity for the exploration of alternative methods of communicating ideas, feelings and insights by means of media technology. Meeting three times a week, the 27 participants are engaged in such activities as investigating photographic principles by constructing their own "pin-hole" cameras; exploring photo-related careers by interviewing professionals during classroom visits; and participating in a field trip to a local photo-processing laboratory.



During the first semester, the area of concentration is still photography. Topics include the camera, composition, film processing, enlarging, print development and finishing. The class project includes photo essays for the school newspaper and a photo exhibit in the school library.

The second semester includes preparation for a multi-media production, including a slide-tape and a super-8 film, as well as videotape and television production. One highlight of the second semester is a visit to a local television station.

Peripheral Programs for Teachers

68. Institute for Educational Services, Inc.

Address: Box 208, Bedford 01730

Information Contacts: General Information - Paul A. Ross, 617-271-2623; SEIC Information - Molly Stengel or Angelynne Theodore, 617-271-2129; CAPTA Information - Virginia Capo, Director, CAPTA Center, 19 Fort Hill St., Hingham 02043, 617-749-2461.

The Institute for Educational Services, Inc. (IES) is a non-profit organization dedicated to helping public, private and parochial schools increase the pace and substance of educational change. It serves as an intermediary agency between the Massachusetts Department of Education and school systems in the Commonwealth.

Two of its major projects are of importance to teachers and administrators:

SEIC (State Educational Information Center) - IES offers, on behalf of the Massachusetts Department of Education, an essential information service for teachers, administrators, school committee members, or members of the general public who want relevant information about any educational topic.

There are two basic services--Searches-in-Depth and RSVP Services. Searches-in-Depth is a personal service whereby an information specialist works with educators to better define information needs and then gathers abstracts and samples of materials most appropriate to meeting that need. These may take the form of curricula, model programs, journal articles, bibliographies, con-

ference proceedings, policy statements and research reports.

The RSVP Service is based on frequently asked questions that need not involve an in-depth search. Now available is a series of information packages on Open Education and Teacher Effectiveness responding to the most commonly asked questions by the broad community in Massachusetts.

The Service will also be of immense value to teachers or administrators who wish to find information on such topics as trends in pupil-teacher-parent reporting practices; models of outdoor education programs; curricula which allow for individualized instruction; procedures for effective collective bargaining; criteria for evaluation of school personnel; programs to help teachers move into an open setting.

The RSVP Service is available on an individual basis or on a subscription basis to school systems. Basic subscription holders have the opportunity to receive extensive annotated bibliographies and resource guides and have access to completely individualized learning activity packages (UNIPACKS) in all curriculum areas (K-12). Workshops and in-service training are also available.

CAPTA (Collaborative Approach to the Processing of Teacher Applications)-CAPTA involves a consortium of Boston area communities*, a computer center, a recruitment center and an organizational network that links them. It was born out of the recognition by a group of educators in Massachusetts that the teacher surplus and shrinking enrollments were creating an annual flood of applications that could no longer be effectively handled by manual means.

What CAPTA does is apply modern-day information retrieval technology (computers) to the kind of problem it handles best--storing and retrieving of data; in this case, the histories and records of teachers applying to the CAPTA-collaborative schools. By filling out one common application form and providing only one set of credentials, a prospective teaching candidate can make application to all 16 communities in the CAPTA collabora-

tive, or only to those communities specified by the applicant.

The communities review the data on the candidate, weighing his qualifications against the available positions. The applicant is then interviewed by an interviewer who might be from any one of the 16 communities. He in turn makes recommendations on the qualifications of the candidate to the community in which the candidate applied.



The IES role was to organize this effort and to create awareness of the opportunity available--namely, to improve, through better information, the decision-making process associated with the hiring of teachers.

Another benefit of CAPTA is that schools with particular teacher requirements can ask the computer for a listing of qualified candidates. If more than one CAPTA community is interested in the same candidate, each community independently makes an offer of employment and the candidate makes the choice.

Hence, CAPTA benefits both the community and the teacher applicants. The teacher benefits by means of the more efficient application process which simultaneously covers several communities; the communities gain the advantage of locating the best candidate for a position from among the several candidates.

*CAPTA communities include Carver, Cohasset, Duxbury, Halifax, Hanover, Hanson, Hingham, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Scituate and Weymouth.

69. Afro-American Studies Resource Center

Address: 126 Warren St., Roxbury 02119
Information Contact: James R. Howard,
617-445-8100

The Afro-American Studies Resource Center was established in the spring of 1970 by a group of Black educators who were concerned about the omission and distortion of the Black experience in existing textbooks and curricula; the avoidance of discussion about race and race-related issues, both within the classroom and among educators; mounting racial tensions in inner-city as well as suburban classrooms; and the total impact of these factors on learned attitudes about race and self.

These educators were integrally involved in initial efforts by school systems to restructure curricula and teaching strategies to address these issues. As their involvement continued, they realized the necessity for a comprehensive approach to incorporating the Black experience into school curricula. The Afro-American Studies Resource Center, designed to provide such an approach, encompasses resource materials, teacher training and curriculum development activities.

The Center is sponsored by Circle Inc., a division of the Circle Complex, and the New England Community Development Corporation (NECDC), two affiliated, non-profit community development corporations concerned with economic, social and political development in Boston's Black community.

The Center's resource library houses an extensive collection of selected multi-media materials on the Black experience for grades K-12, preschool and teacher reference. This collection is available to teachers, administrators, parents and students, not only as a source of materials and ideas for the classroom, but also as a research library for enriching one's knowledge of the Black experience.

In addition, teachers, community organizations and other interested parties may bring groups of students to the resource library during school hours to supplement a particular unit of classroom work, with an opportunity for students to explore the books and audio/visual materials in the library. Resource Center staff are involved in an ongoing review and evaluation of all curriculum materials related to the Afro-American and African experiences, and can therefore direct visitors to the most appropriate materials for their needs.

In addition to a collection of approximately 1,000 books, the library contains a wide variety of films, filmstrips, records, slides, magazines, pictures and games on various aspects of the Black experience in the United States, Africa, Latin America and the West Indies. Also on display in the resource library are two multimedia curriculum units developed by Resource Center staff--West African Cities and Slavery and the Underground Railroad; crafts produced by children participating in the Center's African Craftsmobile program; and copies of the Center's recent publication, A Selected Bibliography of the Black Experience for grades K-12.

The Afro-American Studies Resource Center has designed a series of in-service training programs ranging in length from six to eighteen weeks, each of which incorporates some or all of the following goals:

- To provide teachers with a substantive introduction to the history of Black Americans and to raise issues relevant to the study and teaching of that history.
- To help teachers clarify their own feelings and attitudes about race.
- To acquaint teachers with a variety of selected materials for teaching about the Black experience, and to help them develop and implement teaching strategies for addressing Black and race-related issues.
- To help teachers become more aware of the current experiences of their Black students and begin to identify

key problems related to communication and understanding among both teachers and students.

Now available as a supplemental educational program to school systems is a curriculum program designed to introduce and involve children in an African experience by focusing on arts, crafts and music as related to the total African culture. The program includes bead craft, applique, tie-dying and musical instruments.

In cooperation with Blackside, Inc., Circle Inc. has produced the first in a projected series of teacher training films. What's Different About Him? is a documentary film which shows a suburban teacher leading her integrated fourth grade class in a discussion of racial issues and of similarities and differences between people.

This film is utilized in Circle's teacher training programs as a learning experience and incentive for teachers who want to know how to initiate such discussions, what activities do and do not work, how a teacher can help her students feel comfortable discussing racial issues, and how to overcome both teacher and student anxieties about race.

70. Anti-Defamation League Of B'nai B'rith

Address: 72 Franklin St., Boston 02110
Information Contact: Fred Kasner, 617-542-4977

The Anti-Defamation League of B'nai B'rith, whose New England Regional Office is located in Boston, is a national agency now celebrating its 60th anniversary of fighting prejudice and discrimination in America. A seminal aspect of that effort is the production and distribution of human relations publications and audio-visual aids designed as supplements to social studies and humanities curricula in public and

private schools. With the assistance of ADL's Education Department, hundreds of teachers have taken advantage of these materials, often adapting them to special local needs.

ADL has also developed simulation games and other techniques for sensitizing teachers and administrators to human relations problems. Indeed, in many communities, ADL personnel have served as consultants to both the processes of curriculum planning and teacher training.

Comprehensive catalog listings of publications and audio-visual materials (the latter available for purchase or rental) can be obtained upon request.

71. Boston Zoological Society

Address: Franklin Park, Dorchester 02121

Information Contact: Tom McCormick, Education Director, 617-442-2002

The Boston Zoological Society maintains a large, zebra-striped van called the Zoomobile which has been visiting New England schools for five years. The van carries 10 to 14 live animals and two zoo attendants. Programs are available for student assemblies or for individual classrooms. In the assembly programs, one zoo attendant lectures while the other carries each animal through the rows of students, giving everyone a chance to touch it.

Each Zoomobile classroom presentation is geared to a specific topic of the teacher's choosing, such as animal similarities and differences, evolution, teeth and chewing, tails, animal classes and divisions, pets, cold-blooded vs. warm-blooded animals, endangered animals, and South American animals. In preparation for the Zoomobile's classroom visit, the Zoological Society provides teachers with printed background material on the chosen topic. Ideas for follow-up work with students are also available from the Society.

72. Business History and Economic Life Program, Inc.

Address: 219 CU, Department of Curriculum and Instruction, College of Education, Northeastern University, Boston 02115

Information Contact: Paul H. Tedesco, 617-437-3302

The Business History and Economic Life Program (BHelp) is a non-profit Massachusetts educational corporation dedicated to furthering economic education at the secondary school level, particularly through the production of case studies in business history and the instruction of teachers in the use of the case method. The organizers and directors of BHelp include educators, businessmen and other interested people.

Adapting the approach used at the Harvard Graduate School of Business Administration, teachers (with the assistance of professional historians and economists) have written 50 cases. In addition, several summer institutes co-sponsored by BHelp have introduced more than 600 teachers across the U.S. to this approach.

Projects are also under way in several cities to experiment with the case method approach and to develop new cases. Work is also in progress using visual means to develop case materials. A quarterly newsletter is sent to BHelp members telling about meetings and workshops and serving as an exchange for teaching ideas and resources. Cases are also published in the newsletter.



73. Children's Museum

Address: Jamaicaaway, Boston 02130
Information Contact: Corinne Kennedy,
617-522-4800

The Resource Center of the Children's Museum works with Boston area adults and teachers in several different kinds of programs. Teachers have access to five separate areas within the Resource Center: The Circulating Kits Department, Recycle, Learning Services, The Shop and Collections.

The Circulating Kits Department sends loan boxes, Discovery Kits and MATCH units to classrooms, libraries and community programs for children. Materials available range from simple exhibits to activity-centered curriculum units, live animals, a stream table, and an exhibit on contemporary American Indian concerns. Fees range from \$5 to \$35; reservations must be made in advance.

Recycle is the Resource Center's storehouse for a constantly changing supply of industrial by-products which provides a broad assortment of inexpensive and interesting material for imaginative classroom uses. Balances, cameras, games and simple furniture are some of the things people have made in Recycle. The staff has an ever-expanding file of ideas for ways of using Recycle stock; many of these ideas have been put together in a booklet called *Recycle Notes*, available at the Center for 75¢. Workshops give teachers an opportunity to explore some of these ideas with the staff.

Recycle memberships, based on the number of children in a class or group, are available to teachers, club leaders and program staff. Individuals can get Recycle materials by the bagful for a flat fee. Call for a schedule of weekly workshop topics - 522-4800 x41.

The Learning Services staff of the Resource Center works with teachers, parents and volunteers both in schools and at the Museum. In workshops and seminars with Center staff, covering a broad range of subject matter, teach-

ers can explore ways to provide better learning places for children. A major focus is to help teachers set up more individual and effective learning experiences for children through improved understanding of their own learning. Staff members also serve as resource people in helping teachers identify classroom needs and in seeking ways to meet these needs.

The Resource Center Shop carries hard-to-get items useful to parents and teachers in making games and classroom equipment. Books covering an enormous range of topics are also sold in the Shop.

The Museum's Collections contain a wealth of natural history and cultural artifacts offering a unique resource for people interested in social studies and natural science, but these materials also extend the Center's potential for providing learning services in many other areas of the curriculum as well.

The Resource Center offers two kinds of membership: individual membership and school system membership. The Center is open Tuesday through Friday from 9 a.m. to 5 p.m., Thursdays from 9 a.m. to 9 p.m., and Saturdays from 1 to 5 p.m. For information about workshops and seminars, loan materials, Recycle or membership, contact Bruce McDonald, Director, at 522-4800.

The Visitor Center of the Museum is open to the public Tuesday through Friday from 2 to 5 p.m.; Saturdays, Sundays and holidays from 10 a.m. to 5 p.m. Beginning in November, Friday nights are free from 6 to 9 p.m. For recorded



messages of special events, call 522-5454. The Visitor Center also provides programs for groups of school children in the morning, October through June. Reservations must be made well in advance. Call Margie Kitze at 522-4800 x74.

The newest division operating at the Museum is Community Services. Staff members work with adults and children giving workshops for community-based projects. Training programs for parents, program coordinators and volunteers are carried on in the Museum and at community centers throughout the city. The Community Services staff is also involved in developing guides and materials to make the urban environment more accessible to children.

74. Institute for Learning and Teaching

Address: University of Massachusetts, 100 Arlington St., Boston 02116

Information Contacts: Victor Atkins or James Case, 617-426-4569

In general, the Institute focuses not on an approach to teaching, but on a particular group of people--urban teachers and administrators--and its programs are designed to help solve a wide range of problems defined by that group. The bulk of its work is currently with the Boston Public Schools, but any distinctly urban schools or systems within the metropolitan area could appropriately request the Institute's assistance.

Present major programs are in bilingual education, special education, open-space schools and selected secondary schools. The Institute also serves as the major link between the University of Massachusetts and Boston area schools.

Supported by the University and the Ford Foundation, the Institute avoids advocating a particular approach to teaching and plans its programs on the basis of participants' requests. It also maintains a resource file of past or prospective consultants in various fields.

75. Museum of Fine Arts

Address: Boston 02115

Information Contact: Mary Robinson, 617-267-9300

The Museum is open daily, except Mondays, from 10 a.m. until 6 p.m., and Tuesday and Thursday evenings until 9 p.m. Admission is free to all organized elementary and secondary school and youth groups and their leaders. Throughout the school year, free orientation workshops are held for teachers and group leaders. Several weeks in advance of each workshop, invitations are mailed to those who have made arrangements for a Museum visit.

Printed materials are available for teachers who wish to have information relating to specific Museum collections before their visit. Packets discussing the Egyptian galleries are also available. Museum staff suggest that a Teacher's Guide be requested when the appointment is made.

To enable Museum instructors to tailor their talks to students' special interests and needs, a Background Information Sheet is sent to teachers after an appointment has been arranged. This form must be returned to the Education Department one week before the class visit.

A new gallery has been set up specifically designed for high school students. The objective of the Education Gallery is to provide an experiment in visual thinking in which original works of art are placed in some kind of context, whether historical, stylistic or purely associative. This gallery ties in particularly well with humanities programs regardless of the period or culture under discussion.

Written materials available for teachers and students include descriptions of the works of art on display, bibliographies and directions to collections in the Museum which relate to the objects on display in the Education Gallery.

76. Museum of Science

Address: Boston 02114

Information Contact: Norine Cronin,
617-723-2500

Twice each year (fall and winter/spring), the Museum offers a series of seven two-hour sessions for elementary school teachers (grades 1-6) entitled, "Science Projects for Elementary Teachers." The course offers background information and materials for classroom instruction in the biological and physical sciences. It is designed to provide materials and project ideas for the teachers to use in their classrooms.

Projects are covered in large group sessions, workshops and grade-level groups. Among the topics are: living things for your classroom, weather, ecology, light, astronomy, recycling, biology, chemistry, rocks, dinosaurs, metric system, sound and space.

77. Neighborhood Arts Center

Address: 276 Shawmut Ave., Boston 02118

Information Contact: Beth Wilson, 617-482-8974

The Neighborhood Arts Center operates a storefront arts program in Boston's South End. The main emphasis is on visual arts and crafts media. The program includes pre-school and after-school art classes for neighborhood children, and evening workshops for adults and teachers.

Pre-school, elementary, and day-care teachers are invited to participate in workshops offered several times a year. They learn simple art techniques to teach number, language and science concepts, social studies, and other applied areas of study. Teachers use simple materials--paint, paper and crayons--in new ways to encourage new perceptions and experiences with children in the classroom.

78. New England Aquarium

Address: Central Wharf, Boston 02110

Information Contact: Mary Cerullo,
617-742-8830 x52

Among the services offered to schools by the New England Aquarium are workshops on how to implement marine science curricula in the classroom. These cover grades K-12 and are held at the request of the teachers either at the Aquarium or at the school (if the number of participants is large enough).

For the past few years, a small group of educators known as Sea Teachers has been working together to develop curricula materials in the marine sciences. A new organization, Massachusetts Marine Educators, has been formed from this group to encourage better communication between interested educators in the marine sciences through exchange of curriculum materials, workshops, speakers and publications.

MME is open to educators at all grade levels, elementary through college, who are interested in any discipline pertaining to the aquatic environment. Membership has primarily included teachers in Massachusetts, but will not exclude interested out-of-state participants.



79. Store-Front Learning Center

Address: 90 West Brookline St., Boston 02118

Information Contacts: Laura Cooper or Eloise Barros, 617-267-1166

The Store-Front Learning Center serves as a during and after-school resource and training site for public and parochial school teachers, student-teachers, children and parents. It is a strongly community-based project which emphasizes use of the neighborhood as a curriculum resource, taking full advantage of the materials, activities and people of the community to more effectively teach reading, math, science, social studies and the arts while fostering positive feelings of individual self-confidence and ethnic awareness and pride.

Store-Front primarily serves children and parents in Boston's South End, Roxbury and Chinatown. Teachers from other parts of the metropolitan area also attend the open-education workshop series.

During the school day, a regular and repeating schedule of Boston school classes visit the center's model elementary and middle school classrooms where they are exposed to new methods of teaching reading, math, science, social studies and the arts.

At first the teacher is invited to bring his class and observe, then he

is involved in planning of further visits; finally, he works with the staff in his own classroom to achieve a specific goal (e.g., redesigning the classroom, developing an individualized program, creating new materials, dealing with special problems of his classroom).

Other Store-Front programs include after-school workshops, an afternoon drop-in center/tutorial program, parent programs and a pre-school. The composition of the Store-Front staff reflects the ethnic make-up of the community they serve.

80. Wheelock College Resource Center

Address: 25 Pilgrim Rd., Boston 02215

Information Contact: Neil Jorgensen, 617-734-5200 x240 or x343

The focus of the college Resource Center is on the use of manipulative materials, especially free and inexpensive ones, for the classroom. The Center is mainly for the use of Wheelock students and alumni, but the services listed below are available to all teachers.

The Center maintains a well-equipped tool shop where teachers may build simple equipment, games and other teaching materials. Plans and some prototypes are available. Lumber and triwall are sold at cost.

The Center also maintains a file containing nearly 150 mimeographed sheets of teaching ideas covering nearly every area of the curriculum. Teachers may have single copies of any of these idea sheets.

Teachers and students from other colleges may attend the regular Tuesday and Thursday afternoon workshops (1:30 to 3:30 p.m.) on a space available basis, but should telephone first.

In addition, the Center houses a wide range of commercial materials such as games, musical instruments, and materials for math, science and language



arts suitable for preschool and primary grades. These are available on a loan basis to Wheelock students and alumni, but may also be examined or used by other teachers on the premises. Teachers Guides for most of the elementary science study units suitable for younger children, as well as the Nuffield Science 5/13 Teachers Guides are also available for examination.

The Center is open from 9 a.m. until 9 p.m., Monday through Thursday, and from 9 a.m. until 3 p.m. on Fridays.

81. Other Ways

Address: 5 Story St., Cambridge 02138

Information Contacts: Henry F. Olds, Jr., Anita R. Olds, or Walter F. Drew, 617-491-5116

OTHER WAYS helps teachers interested in change to find new and more meaningful ways of broadening and enriching the classroom environment and the educational experience of children. Most of the assistance is given to teachers on the job in the classroom over some reasonable period of time so that supporting services may be related to the immediate concerns and specific circumstances in which a teacher is operating.

Since most classrooms and furnishings are not designed to support rich, highly individualized learning programs, OTHER WAYS specializes in developing teacher sensitivity to ways in which environment influences things such as student involvement, classroom discipline and a child's interaction with materials, peers and adults.

The consultants often begin by helping a teacher create a singular curricular area or a desired piece of furniture. Whenever possible, inexpensive and scrounge materials are used; teachers are taught how to build elements themselves, and facilities are designed to be light, flexible and multi-functional.

OTHER WAYS also attempts to help teachers broaden and enrich their edu-

cational programs through the introduction of a wide range of materials and strategies for encouraging sustained and involved inquiry on the part of every child. Working with teachers in their classrooms, the consultants explore possibilities inherent in different materials and the range of human responses that may be generated by different materials.

As a means of supplementing or replacing the pre-planned lesson, teachers are shown how all basic curricular areas and skills can, if desired, be developed from the personal responses of children to the materials and people around them. OTHER WAYS also conducts, on request, curriculum workshops in all curriculum areas and in a wide range of special classroom activities, such as children's games, creative movement, exploring scrounged materials, photography, and book making.

82. National Humanities Faculty

Address: 1266 Main St., Concord 01742

Information Contact: Arleigh D.

Richardson, III, 617-369-7800

The National Humanities Faculty strongly believes that for the health of our nation, new life in the humanities must be stimulated just as it has been in sciences and mathematics. Central to this concern are two firm beliefs: good schooling demands programs with strong content orientation; and the great possibility for humane education lies in content--the heart of humanities.

The NHF provides resource personnel meeting the requirements of individual schools and teachers. This assistance is available to all kinds of schools--public, private and parochial, elementary, middle and secondary. Faculty time, travel and expenses are paid by the NHF. Schools are expected to provide released time for participating teachers.

Programs take one of two forms--individual projects or thematic projects. For individual projects, the NHF, along with local teachers and administrators, approaches a school's problems in various ways. They may help teachers evaluate and revise their humanities program, or extend the program to other grade levels or to a wider range of students. They may help teachers wishing to learn about the concept of an interdisciplinary humanities program and its implementation initiate a program in their own schools. Or, they may help teachers upgrade curriculum and materials within individual disciplines and improve teaching methods.

The NHF offers no packaged curricula or materials. Needs must be identified by those closest to the problems. Once an application is accepted, teachers may expect up to 20 days of intensive work with Faculty.

Thematic projects are three-year studies of some basic concept in the humanities, with teachers and Faculty working together for an extended time in continuing, intensive exploration and analysis. "The Question of Authority" was the first of the themes. What is the role of authority in social institutions? To what extent are freedom and authority mutually exclusive? What limits should free men place upon authority and vice versa?

In each three-year project, there are 20 participant schools from across the country. Some two dozen Faculty work with about 100 teachers. A three-week workshop is conducted each summer, and during the school year Faculty visit the schools to continue the summer's dialogue.

Applications for individual projects must be submitted by March 15, August 1, or November 1 for consideration at Board meetings in April, September or December. Applications for thematic projects must be submitted by March 15 of the year prior to the initiation of the project.

At its headquarters in Concord, the NHF also maintains a humanities mini-library which includes audio and video

tapes of Faculty talks and discussions as well as a complete set of the proceedings of the first "Question of Authority" workshop; a large selection of humanities syllabi from schools representing all sections of the country and all stages of curriculum development; publishers' materials for examination; key books and periodicals in the humanities field; and miscellaneous publications and working papers on the humanities. Materials are available in most individual humanities disciplines as well as in the uses of interdisciplinary approaches to education.

Because of the size of the library, schools are requested to send no more than six visitors at any one time. All persons wishing to use the library are reminded that visits should be scheduled in advance with either Nancy Hilsinger or Garrett Rosenblatt at 617-369-7800.

83. Alice G. Wallace Planetarium

Address: 1000 John Fitch Highway,
Fitchburg 01420

Information Contact: Glen Chaple,
617-343-7900

In cooperation with Fitchburg State College, the Planetarium offers graduate level courses in general and advanced astronomy, planetarium science and meteorology. These are held at the Planetarium and are open to teachers of grades K-12. In-service courses for teachers whose students will be using the Planetarium are also available. When possible, the staff prefer to hold these courses at the Planetarium; however, arrangements can be made for staff members to visit schools.

84. New England Wildflower Society

Address: Garden-in-the-Woods, Hemenway Rd., Framingham 01701

Information Contact: Persis Green,
Executive Director, 617-877-6574 or
237-4924

The children's program which takes place at the Garden-in-the-Woods includes 4-year-olds to fifth graders, emphasizing plants as a basis of understanding the environment. Teachers endeavor to introduce the children to the joys of discovery and the sensitive relationship between a person and the environment which supports him.

The Society also conducts workshops for teachers in nearby elementary schools. Beginning in January, there are seven workshops, including monthly visits in the classrooms of participating teachers to carry through the projects demonstrated in the workshops.

The building and grounds of the Garden are minimal in respect to the number of visitors that can be accommodated. The workshops are an attempt to extend the Society's philosophy as a model of environmental caring and awareness as widely as possible without having to restrict the use of the sanctuary itself.

85. Massachusetts Audubon Society

Address: South Great Rd., Lincoln 01773

Information Contact: Frances Sherburne, 617-259-9500

The Hatheway School of Conservation Education is the education division of the Massachusetts Audubon Society.

Among the services it provides for schools and teachers are the following:

- special science and conservation teachers who meet with classes in schools on a regular basis throughout the school year;
- a coordinator of environmental education to work with teachers through in-service training, outdoor classroom development, curriculum planning, a/v design and similar activities;
- a series of workshops to prepare teachers to understand and teach environmental education;
- consultants to work with local curriculum committees;
- spring and fall courses on subjects related to environmental education;
- auditorium presentations and conservation films;
- field trip sites;
- an extensive library of curriculum materials and books on conservation and environmental subjects; and
- assistance in establishing a resident or day school camping program.

86. The Collaborative Of Advisories And Teacher Centers

Address: 55 Chapel St., Newton 02160

Information Contact: Stanley R. Wachs,
617-969-7100 x548 (c/o EDC)

During the summer of 1973, a number of Boston area advisories and teacher centers explored the possible advantages and disadvantages of more formal collaboration. The Collaborative of Advisories and Teacher Centers came into being as a result of these discussions and includes: *The Advisory for Open Education, Children's Museum, EDC Open Education Advisory, *The Greater Boston Teachers Center, Institute for Learning and Teaching, North Shore Education Center, Other Ways, The Store-Front

Learning Center, and Workshop for Learning Things.

The Collaborative is designed to serve as a mechanism to pool resources (people and things) where the need is greater than the capability of any one advisory or center. The Collaborative will also provide a forum for sharing concerns and getting feedback on a variety of issues and problems.

The members see the Collaborative as providing an opportunity for themselves and their clients to clarify similarities and differences among the participating groups. One of the ways in which this is being accomplished is through the publication of a brochure which describes the philosophy, goals and recent work of each of the nine participating organizations.

*Articles about the Advisory for Open Education and The Greater Boston Teachers Center appeared in Kaleidoscope 8. Articles about all the other individual members of the Collaborative appear elsewhere in this section of Kaleidoscope 9.

87. Education Development Center

Address: 55 Chapel St., Newton 02160
Information Contact: Adeline Naiman,
Director of Publications, 617-969-7100

Education Development Center, Inc. (EDC) is a publically supported, non-profit corporation engaged in educational research and development. Founded in 1958 to administer the PSSC high school physics course development, EDC became a leading center for curriculum reform and institutional development in the United States and abroad.

In the mid-sixties, EDC expanded its work in pre-service and in-service teacher training, community support for educational programs, and school change.

At present, over 20 projects are based at EDC, each with its own funding, director and staff. Among the EDC resources are a major film and television studio, several workshops, and a distribution center for films and publications.

Currently, EDC has ongoing programs developing curriculum, publications and films, and is holding workshops primarily in the areas of social studies, open education, science and math. A special project in career education is also under way.

Recently, the Carnegie Corporation of New York made a grant to EDC to cover systematic dissemination of materials that support open education and other educational alternatives. More than 40 films and nearly 50 publications are now available which have special usefulness for people who are setting up open learning situations. New films are in preparation and new publications are planned to round out the range of support materials. EDC also operates an Open Education Advisory which offers workshops and individual classroom assistance to school personnel and communities interested in moving toward open education.

88. The Learning Guild, Inc.

Address: c/o Boston Center for the Arts, 557 Tremont St., 2nd floor, Boston 02118

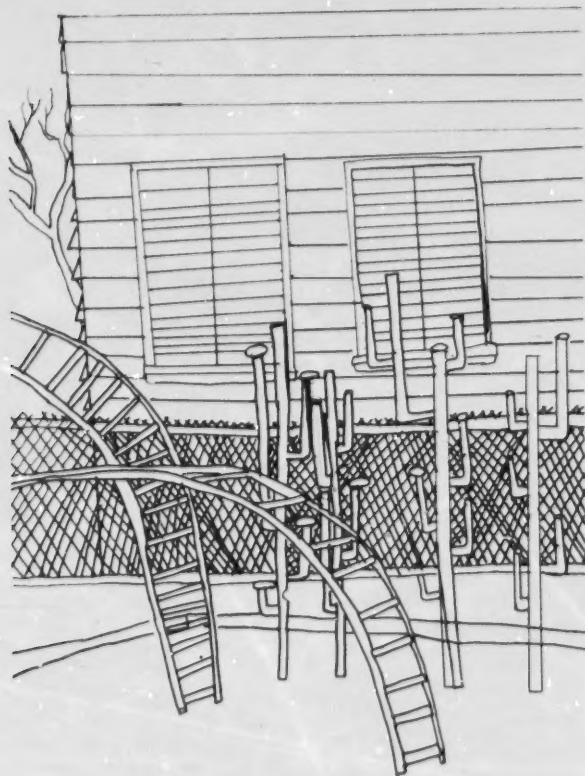
President: Marc Blumenthal

Information Contacts: Marc Blumenthal
and Barbara Hindley, 617-247-2222

The Learning Guild is a group of about 100 artists, educators and artisans from Greater Boston who make their talents and teaching skills available by putting on workshops for schools, colleges, hospitals, nursing homes, and civic organizations. Workshops are available in theatre, music, dance, arts and crafts; personal, spiritual and body development; and citizen awareness and education.

A written contract between the Guild and the client calls for the Guild to provide the workshop instructor, curriculum, equipment and program. The client provides the facility and the students. Most workshops meet two hours a week for eight weeks. These cost the client \$200. About half of this fee goes to the instructor; the remainder goes to the Guild to cover equipment and administrative expense.

For groups unable to pay the workshop fee, the Guild offers its services free--about 20 percent of all Guild workshops are "scholarship workshops."



These have included a modern dance workshop for girls at a grade school in Boston's South End which has no gymnasium facilities, and a movement workshop for children at Worcester State Hospital.

Guild workshops are available all year round and are offered for children

and adults of all ages, beginning with preschoolers. The workshops are also offered on all levels--beginner, intermediate and advanced--in most subjects. Participants are provided with consumable workshop materials at cost through a wholesale arts collaborative.

The Guild views itself as an "idea bank" to help its clients develop new workshops and projects to complement their programs. It also serves as a tool that can motivate participants to develop their own creativity and talents regardless of age or ability, and expose them to the alternatives available in the arts and humanities.

89. Workshop For Learning Things, Inc.

Address: 5 Bridge St., Watertown 02172
Information Contact: George Cope,
617-926-3491

The Workshop for Learning Things, a self-supporting, teacher resource center, began several years ago at Education Development Center in Newton as a group of teachers, photographers, writers, designers and curriculum developers found themselves drawn together by a common interest in physical changes in the classroom environment.

The Workshop designs and sells a variety of simple and relatively inexpensive materials for classroom use, including cameras, film and supplies; cardboard and the tools for working it; things to build, carve or print with; classroom furniture; and books on how to use these materials--some of them written by children.

Among the other services offered by the Workshop are advice on purchasing and sources of supply for schools and classrooms; photography and photo processing; design and graphics services for schools and for books about school; courses for teachers and others; pub-

lishing--especially books by children; and workshops for teachers and others (at home and away) on topics such as cardboard carpentry, classroom photography, bookmaking, classroom environments, etc.

Workshops have been designed for teachers interested in using photography to strengthen a reading program or to help school science coordinators learn how to make cameras and other photographic materials from inexpensive, commonplace materials. The WLT workshops also cover areas such as forging and casting, papermaking, bookmaking, printing of many kinds, leather working, simple weaving, board games, dome-building, environment, and math, as well as elementary science study.

A copy of "Our Catalog," a sourcebook of materials, services and ideas for changing classrooms, may be obtained by sending 50¢ to the above address. Quarterly announcements of WLT courses and workshops are available for the asking.

90. North Shore Education Center

Address: 74 Grapevine Rd., Wenham 01984
Information Contact: Sister Barbara
Beauchamp, 617-468-1340

The North Shore Education Center, Inc. is a non-profit, grass roots collaboration of North Shore public, parochial and independent school educators, school committee members and interested parents which seeks to fill the educational training and information dissemination needs of North Shore classroom teachers and school administrators.

During the past three years, the Center has sponsored "Doing Workshops," seminars and speakers for preschool and elementary school educators, parents and school volunteers. These programs have emphasized involvement, experiencing and experimenting. The Center's

aim is to develop local resource people familiar with area programs, resources and needs who will design future workshops, to explore new and classroom-tested approaches to the various curriculum areas.

Eventually the members of this group hope to establish a teachers' resource center with a lending library of manipulative materials and publications where workshops can be held, where teachers can gather informally, and where industrial "junk" can be collected and offered to subscribers for creative classroom use. A workshop follow-up service which will bring consultants to teachers in their own classrooms is also planned.

At the present time, the Center is operated entirely by volunteers and is housed in space made available by the Notre Dame Children's Class in Wenham.

91. The Guild Players

Address: 53 Colburn Path, West Yarmouth 02673
Information Contact: Sandra K. Will,
617-394-0549



The Guild Players offer original educational drama designed for the classroom, with guided discussions to follow. The Guild's actor-writer teams spend an entire day (four performance-discussions) at a school, helping teachers bring textbooks to life. The goal is to stimulate interest in subjects otherwise neglected or deadened by traditional classroom methods. Presentations relate to the areas of history, English and human relations.

The format is extremely flexible, and schools may select plays according to the needs of their students and curriculum. Since the presentations are self-contained and relate to the size and time limits of the junior or senior high school, the Players can adapt to whatever irregularities are encountered.



Another program operated by the Guild Players enables youngsters to work with

its professional people in various areas related to classroom drama. These include playwriting, acting, directing, set design and construction, graphic design, poster art, and theatrical photography.

The Guild Players also offer a complete program of classroom drama for elementary school students (K-6). It emphasizes the involvement of the youngster in acting and various creative exercises that involve movement. The fee for a one-day visit by the Guild Players is \$50.

92. Worcester Science Center

Address: Harrington Way, Worcester 01604

Information Contact: Kathleen Moynihan, Program Director, 617-791-9211

Azad Chaparian of the Worcester Science Center conducts a 15-session teachers' workshop each spring and fall entitled "Methods and Materials in Elementary Science." Each two and one-half hour class is divided into two sessions. During the first hour, teachers are given a basic, factual background in a specific topic, along with a comprehensive overview of the curriculum materials available for teaching that subject. In the second session, teachers make or use materials which they will take back for later use in their classrooms.

The course begins with a session about using museums as effective educational resources and continues with topics such as insects, birds, weather, fun physics and astronomy. Tuition is \$60 and includes a materials fee. The course is limited to teachers of grades 3-6.

Glossary of Media Education Terms

animation - filming or videotaping of inanimate objects or animate objects at rest; e.g., drawings, paintings, puppets, by using a stop-motion or stop-frame process to give the illusion of movement.

cable release - a device for tripping the shutter of a camera from a distance. This is usually used when the vibration caused by pressure on the camera would blur the image.

cable television - the transmission of televised images through wires as opposed to broadcasting where the transmission is through the air waves.

cassette tapes - encased units of magnetic tape used for audio or video recording.

closed-circuit television - the transmission of televised images for a limited audience.

collage - a collection or grouping of various images or sounds in any audio/visual medium.

editing - the process of selecting, arranging, and modifying film or videotape shots and assembling them into a coherent unit.

fade - special effect in which a shot gradually appears (fade in) or disappears (fade out) out of darkness.

hands-on workshop - a setting where people gain practical experience in handling and using equipment.

hardware - a broad term used to describe equipment used in various media; e.g., transmitter, camera, projector, VTR.

master - original tapes in sound or video recording.

matte - mask determining the area of an image to be exposed on film in a camera or a printer.

matte box - box mounted in front of a camera lens to hold camera mattes or filters.

media - all the different modes of transmitting or communicating information.

paint-on film - a movie made by painting visual images on the surface of transparent film.

pin-hole camera - a crude camera usually consisting of a cardboard box with a tiny hole in it that serves as the lens.

pixillation - a form of film animation using rapid editing between still shots to give the appearance of movement.

scratched film - a movie created by scraping the emulsion from the surface of film to make lines and patterns on the screen.

sepia print - a photographic print that has been treated to bring out brownish-red tones in black and white prints.

shorts - short films.

single-framing or stop-frame process - a technique of recording on film to give the impression of compressed time.

slide show or slide tape - an arrangement of photo transparencies with an accompanying soundtrack of music, sound effects or narration.

software - a general term used to describe programming or material that is either recorded or broadcast.

special effects - optical transitions from one scene to the next.

splicing - in film editing, connecting two pieces of film with an adhesive tape or cement; in video, linking two shots electronically.

super or superimpose - to photograph or print one image on top of another in such a way that they maintain a constant relationship to each other.

super-8mm - a form of narrow gauge film recently developed to overcome some of the limitations of the small frame size of the original standard 8mm film.

take - a scene or part of a scene photographed without interruption and repeated as often as necessary to perfect the action.

video portapak or video rover - a portable videotape system.

videotape recording or VTR - the registering on electromagnetic tape of the visual spectrum converted into electrical impulses by the television camera.

wipe - special effect in which one shot replaces another as a hard-edge or soft-edge line moves across the screen vertically, horizontally, or diagonally.

zoetrope - a drum with viewing slits that rotates on its vertical axis. A card inside the drum shows single phases of action which seem to be continuous.

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POLLUTION, Serina Press, 70 Kennedy Street,
Perth 22305, 1971.

IDE TO VIDEOCASSETTES, C. S. Tepfer
hing Company Inc., 607 Main Street
ield, Connecticut 06877
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L EDITION, Mary Foley Horkhimer and John
ffor, editors and compilers, Educators
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(2nd ed.), National Information Center for Educational Media (NICEM), University of Southern California, Los Angeles,

EX TO EDUCATIONAL RECORDS (2nd ed.), National Media, (NICEM), University Park, Los Angeles, describes over 10,000
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LEARNING DIRECTORY 1970-71. A COMPREHENSIVE GUIDE TO INSTRUCTIONAL MATERIALS IN ALL MEDIA. Cause Learning Corporation, 100 Park Avenue, New York 10017, 1970.

INDEX TO COMPUTER ASSISTED INSTRUCTION, Helen A. Lekan, editor, Sterling Institute, 3750 Prudential Tower, Boston, Massachusetts 02199, 1970. The index reports 910 available from 1965 to 1970.

RESOURCES FOR LEARNING: A CORE MEDIA COLLECTION FOR ELEMENTARY SCHOOLS, R. R. Bowker Comparison, P.O. Box 1807, Ann Arbor, Michigan 48106.

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